

ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	Partnership and Regeneration Scrutiny Panel
Date:	09 February, 2021
Subject:	GwE's performance over the period of crisis and Estyn's terms of reference report regarding the Authority's work in supporting its learning communities in schools since March 2020.
Purpose of Report:	Summarizing the developments since March 2020
Scrutiny Chair:	Cllr. Gwilym Owen Jones
Portfolio Holder(s):	Cllr. R Meirion Jones
Head of Service:	Rhys Howard Hughes, Director of Education, Skills and Young People
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Local Members:	N/A

1 - Recommendation/s

To approve the contents of the report regarding:

- 1) The performance of GwE over the period of crisis.
- 2) Estyn's terms of reference report regarding the Authority's work in supporting its learning communities in schools since March 2020.

2 – Link to Council Plan / Other Corporate Priorities

Direct link to Council Plan / transformation priorities.

Aim: working towards an Anglesey that is healthy and prosperous where families can thrive.

Objective 1: Ensure that the people of Anglesey can thrive and realise their long term potential. We will continue to raise standards in education and ensure that our young people have the correct skills for employment and training.

3 – Guiding Principles for Scrutiny Members

To assist Members when scrutinising the topic:-

3.1 Impact the matter has on individuals and communities [**focus on customer/citizen**]

3.2 A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality [**focus on value**]

3.3 A look at any risks [**focus on risk**]

3.4 Scrutiny taking a performance monitoring or quality assurance role [**focus on performance & quality**]

3.5 Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

[**focus on wellbeing**]

4 - Key Scrutiny Questions

1. How have the Learning Service and GwE adapted their ways of working as a result of the pandemic to respond to the requirements of Anglesey's children and young people, and to provide them with the best possible education?
2. What support have the Learning Service and GwE provided to the individual schools during the pandemic in terms of distance learning and blended learning?
3. Is there inconsistency in the provision across the schools? And if there is, what are you doing about this?
4. How do you continue to monitor and evaluate the quality of learning provision on the Island?
5. To what extent do the Learning Service and GwE succeed to support the welfare of teachers and staff and their professional development in order to develop new and necessary skills to respond to the pandemic?
6. What support has been given to the Welsh language during this period, especially where Welsh isn't the language of the household?
7. What lessons were learnt during the period that will steer the work programme during the years to come, and what good practice will continue following the pandemic?

Estyn's Report:

1. What good practice by the Learning Service and individual schools has been acknowledged by Estyn?
2. What support has been given to the wellbeing of pupils (especially the most vulnerable pupils) during this period?
3. What areas for development require attention during the coming months?

5 – Background / Context

As a result of the Covid-19 crisis, the national regime for reporting on outcomes has changed. There is a regional agreement in North Wales regarding the reporting regime in the 6 Local Authorities. Point 1 below reflects this regime.

1. A report to the Local Authorities' scrutiny committees on how the regional consortium, in partnership with the Local Authorities, have developed and adapted in order to support schools during the COVID pandemic – with a specific report regarding developments in Anglesey.

2. Estyn's Report:

Early during autumn term, Welsh Government asked Estyn to conduct a review of local authorities' work to support their learning communities in schools and pupil referral units (PRUs) during the period of crisis.

This letter outlines the outcome of this work in Anglesey Local Authority.

6 – Equality Impact Assessment [including impacts on the Welsh Language]

N/A

7 – Financial Implications

N/A

8 – Appendices:

Report to the Local Authority Scrutiny Committees October 2020 including a specific Appendix for the Anglesey Scrutiny Committee.

Appendix 1 – A summary of the work done

Appendix 2 – Professional Learning

Appendix 3 – Covid-19 – Risk Assessment Dashboard

Appendix 4 – Accelerated Learning

Appendix 5 – Professional Offer – 2020-21

Estyn's Report – The local authority's work in supporting its schools

9 - Background papers (please contact the author of the Report for any further information):



REPORT TO LOCAL AUTHORITY SCRUTINY COMMITTEES Autumn 2020

Report by: GwE Core Leads

Subject: GwE work programme and support to schools during the COVID Pandemic

Purpose of the report

To present a report to Local Authority scrutiny committees on how the regional consortium, in partnership with the Local Authorities, has evolved and adapted to support schools during the COVID pandemic.

Background, context and outline

Staff in the Local Authorities and GwE have adapted their work in order to continue to provide effective services and support for all their school communities during the COVID pandemic. During this very difficult period, GwE have kept true to their vision and values as an organisation that is continually learning. The OECD's transversal themes of Trust, Thinking together, Time and Technology have remained at the heart of the work with schools and partners.

The service in its entirety has re focused several times during this period to meet the needs of the range of stakeholders. The ability to be flexible and agile and to work effectively together in different teams, often cross sector, has had significant impact on organisational behaviour and external perception. At the heart of the refocusing has been the need to ensure that the well-being of school leaders, their staff and learners is paramount to the decision-making and ensuring that the right level of support, operational or professional, can be directed accurately by the service. Regular contact with school leaders has been well received and has contributed to Head teachers feeling that they could turn to a professional colleague to share challenging issues and to find solutions to address day-to-day issues. These included operational discussions on opening school safely as well as professional discussions regarding distance and blended learning.

Weekly staff meetings have contributed to a consistency of approach in ensuring common messages to school teachers and leaders. There has been a strong emphasis on modelling appropriate and supportive behaviour throughout the period. This has included very regular contact with headteachers to ensure that they get the appropriate support to operate effectively and also as a sounding board to support their own well-being. Further support for senior leaders well-being has been provided through a series of workshops and webinars which will support their resilience during

this difficult period. GwE staff are also conducting face to face pastoral visits to schools during the autumn term on behalf of the Local Authorities.

GwE sees itself as a partnership organisation, especially with the Local Authorities and even more so during the lockdown period and in moving forward. GwE have worked effectively with Welsh Government on policy and continuity of learning. It has also worked consistently with the other regions and with Estyn in preparing guidance and resources for distance and blended learning and to provide advice on formative and continuous assessment. It has also strengthened the working relationship between those parties with positive professional exchanges, ensuring that the stakeholders are getting quality advice and resources.

One of the main strengths of work across North Wales has been the consistent messaging from the six local authorities through their political education portfolio holders and directors working with GwE to have one common message for the schools in North Wales. This consistency of messaging has been not only welcomed by schools but also by teacher unions and non-teaching unions who welcomed the clarity of messaging and support for their staff. One such example is the operational group of local authority and regional staff working on and developing risk assessments policy, advice and guidelines, and creating a regional dashboard which is a strong foundation for all schools to be able to reopen with risks being identified and locally managed and supported.

The six local authorities and GwE have taken a collegiate and collective regional approach to supporting schools throughout the COVID pandemic. This was clearly demonstrated in the consistent regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

The framework included resources to support planning for:

- 1) Health and safety requirements
- 2) Site and facilities arrangements
- 3) Transport
- 4) Staffing arrangements
- 5) Blended teaching and learning
- 6) Inclusion and pupil support
- 7) Key management tasks.

Teamwork, joint working and collaboration has also been at the heart of the work with schools. All schools in the region are part of a cluster or a forum where they can come together to discuss operational issues as well as sharing best practice regarding distance and blended learning. This joint work facilitated by GwE staff has been very successful and sets a very strong infrastructure in place for future work and working relationship across the region.

One noteworthy aspect of the work has also been the bespoke nature of support for teachers and schools. GwE have worked on the strengths of individuals within the team and redeployed them where they have provided the maximum impact in their roles in supporting individual local authorities, schools, clusters, subject and phase networks. This bespoke provision of support based on strong principles of collaboration, exchanging and sharing and developing the best practice is a key learning principle that we will continue to develop in the next stages of evolving the service.

Schools who were causing concern prior to lockdown have had access to clear and targeted support to help them through this difficult period. This has been at several levels including network support, support to senior leadership and middle management in those schools and support with provision of

distance and blended learning. Schools that have found the lockdown and post lockdown period difficult due to staff having to self-isolate have been supported in various ways. This has included modelling of exemplar materials, webinars, shared materials and resources. Also, GwE staff directly leading, directly teaching in schools or providing distance learning to learners.

A lot of time and energy have been put in place to contact international experts and to research international practice to learn and establish the principles of effective distance and blended learning. Discussions with international colleagues including the OECD have also deepened thinking within the organisation. GwE have provided practical support for leaders to enable them to consider their whole school strategic planning of provision for distance and blended learning, refine and evaluate their evolving provision and consider planning for various scenarios where pupils may be in school and / or at home over the coming academic year. This has supported schools to have a better strategic overview of their provision.

GwE is also supporting schools in evaluating the quality of their blended learning and distance learning provision, sharing local examples and case studies of effective provision to reduce variation where it exists. Live streaming is developing well and enhancing the blended learning experience. Schools now realise that COVID will be with them for an extended period and are planning more strategically and effectively.

Self-evaluation and improvement processes have become an intrinsic part of the work of schools. As schools and settings are becoming more confident with the delivery of learning at a distance, so they will be better able to adapt their self-evaluation processes and tools to monitor, evaluate, review and revise if appropriate, the provision.

School leaders acknowledge that one of the greatest challenges to the delivery of blended and distance learning has been and continues to be ensuring that staff and pupils have the necessary skills' set and resources available to them. There has been a rapid pace of upskilling for some staff to move to digital platforms. Schools have undertaken a range of planned professional learning offered by regional consortia around the use of digital technology to support learning. This has also proved to be an opportunity as a greater number of practitioners are now able to confidently use an increasing range of technology to support learning.

Many schools acknowledge that parental engagement has been a key factor in securing effective distance/blended learning. GwE and the Local Authorities have provided a range of guidance to support school in improving parental engagement, including the sharing of good practice.

Many schools also acknowledge that there are ongoing operational challenges that change on a day-to-day basis, where a range of scenarios have to be planned for including cohorts of learners self-isolating or individual / small groups of learners and staff self-isolating. There are many examples of how schools are managing these complex situations well, having clear whole school strategies. GwE and the Local Authorities continue to support schools, using clusters and networks of schools to support each other and share resources and strategies.

GwE have also adopted a regional approach to accelerating learning, working on a tri-level approach which includes universal support led by the consortium, targeted support jointly led by the consortia and the local authority, with the acute being the responsibility of the local authority. This work has been developed on an evidence base approach working closely with Bangor University and regional staff to ensure a range of high-quality resources to support physical and emotional wellbeing, literacy and numeracy, these being made available to all learners across, all age range in all schools. The impact of this work will be captured through a regional dashboard which will include all grants made available to schools by Welsh Government during this financial year.

During the autumn term, GwE have provided opportunities for schools to form alliances or to work within developed clusters to address gaps in provision and alternative ways of delivery to meet any future lockdown scenarios. This work will:

- Identify, develop and share blended learning resources within the cluster/alliance and with other regional clusters/alliances;
- Ensure all identified and developed resources are submitted through their Supporting Improvement Adviser to be included on the GwE Support Centre;
- Support schools within the cluster with their provision to meet any future 'lockdown scenarios';
- Prioritise additional support for the secondary sector in preparation for the awarding of examination grades in 2021.

Schools in the GwE region will have a significant collection of resources for each age group.

The GwE Professional Offer for this academic year has been rationalised and concentrates on 5 main areas: Wellbeing, The Reform Journey, Developing the Workforce, Accelerating the Learning and Digital Learning. In addition, GwE will continue to facilitate cluster working to support the development of Curriculum for Wales, ALN Transformation and the Welsh Language.

During the COVID period GwE has continually reflected on the effectiveness of the work. Both internal and external resources have been used to ensure that we have a balanced perspective on the quality of the work. This has included working with the Education Development Trust and Steve Munby to develop the organisation and plan our future infrastructure.

Main outcomes and impact of the work

- Effective collegiate and collective regional approach between the six local authorities and GwE.
- Joint working has ensured strong governance and regional consistency in support, messaging and guidance given to schools.
- Strengthened collaboration between peers at a cluster/forum level has ensured effective co-constructed strategic thinking and direction.
- Clear regional and local approach in place for effective repurposing of both the service and its schools.
- Schools are well informed and confident that effective support is available should any needs arise.
- School leaders' wellbeing supported through regular and clear communication.
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools provided with coherent guidance and resources to effectively support vulnerable learners with their wellbeing, engagement and learning.
- Best practice being shared across schools and clusters, i.e. engaging with reluctant learners and families, digital platforms and communication systems, blended learning models, etc.

Other outcomes and impact

- Effective communication provided via single point of contact (SIA) for school leaders and ease of access to support.
- Schools have been able to remain open to key workers in the event of staff shortages.
- Schools are well informed and confident that support is available should any needs arise. School leaders' wellbeing is supported through regular communication.
- Shared understanding of the importance of the welfare of pupils, parents and staff
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools having access to a wealth of quality resources for reference as they plan for and deliver distance and blended learning.
- Comprehensive distance and blended learning models available for schools to adopt, adapt or refer to. This has in turn ensured strengthened leadership and improved balance of work that can be completed at home.
- Co-ordinated approach to supporting schools which has led to greater consistency and quality of distance and blended learning across the region.
- Best practice being shared across schools i.e. engaging with reluctant learners and families, digital platforms and communication systems etc.
- Strengthened use of ICT to enable effective communication between schools, within schools and with school stakeholders.
- School staff being upskilled through the use of a digital platform for professional development.
- Information shared with the LA is up to date and timely support is given to any School.
- In conjunction with the LA, ensured that the process of appointing school leadership candidates is appropriate and fair.
- Consistent messages disseminated to schools by GwE / LA officers.
- Strengthened collaboration between peers at a cluster level through digital means ensuring co-constructed strategic thinking.
- Strengthened collaboration between local authority officers and GwE.
- Clear regional and local approach in place for adapting schools for different purposes.
- Effective cascading of key messages to school staff to ensure consistency and clarity.
- Increased collaboration between regions and other stakeholders.
- Increased understanding of key messages and work streams.
- Stronger awareness amongst school leaders of effective strategies to ensure continuation of school business.
- Quality Professional Learning developed in readiness for future needs.
- Newly Qualified Teachers having clarity regarding completing their induction year.
- Strong partnership work with Bangor University to ensure initial teacher training students have clarity on the appointment system for next year.
- Strong partnership working with Caban to ensure increased research opportunities and recognition of excellence by School staff.

Next Steps

1. Support schools to implement the recommendations of the Design and Delivery Board for the awarding of qualifications in summer 2021.
2. Continue to work closely in partnership with Local Authorities to support the wellbeing of Head teachers and school staff.
3. Deliver an effective professional learning offer to support schools to address immediate needs and to implement the Welsh Government reform journey

4. Continue to support clusters/alliances to plan for the continuity of learning so that they can effectively meet any future lockdown scenarios.
5. Strengthen the culture, behaviour, systems and processes so that leaders and teachers are incentivised to adopt a collegiate approach to school improvement.
6. Develop a regional qualitative framework for holistically capturing and evaluating progress in a school.

Supporting Documents

- Appendix 1 – Summary of work undertaken
- Appendix 2 – Professional Learning Report
- Appendix 3 – Risk Assessment Dashboard
- Appendix 4 - Accelerating Learning Programme (ALP) Resources
- Appendix 5 - GwE Professional Offer 2020-21

Appendix to Anglesey Scrutiny Committee

This has been a very challenging period for all Anglesey schools and for us as a service. However, there have been many exciting and interesting developments in schools across Anglesey as everybody modifies their approaches to ensure that the County's pupils receive the best possible provision in these turbulent times.

A strong partnership exists between the Learning Service and GwE and everybody's role in the programme work has been clear all along. This period has enabled us to strengthen our relationship as we support one another in our work e.g. by introducing and supporting Risk Assessment procedures and producing guidance for using Live Streaming in classes. Similarly, the link and communication is equally strong between schools and GwE. Throughout the pandemic, collaboration between the Learning Service, GwE, and schools has been effective, open, transparent and constructive. In the spirit of collaborating to face the challenges imposed on us by the pandemic, GwE's Supporting Improvement Advisers have also been supporting in school care hubs and in charge of two schools in the short term in the head teacher's absence. The Anglesey Team working principle is fundamental to the clear approach and lines of communication between everybody. As a result, specific support has been tailored to the needs of every school and subsequent actions are very robust.

Supporting well-being has been a main priority in our work over the period in question. GwE Advisers have been in regular contact with individual head teachers (via virtual meetings or telephone conversation) to offer support as required. The frequency of contact has varied according to recognition of heads' needs, their specific circumstances and wishes. Once the restrictions were eased, and in keeping with relevant risk assessments, face-to-face pastoral visits were held with those head teachers who wanted us to do so, almost all of whom appreciated the support and valued the visits.

Attempting to ensure that the Welsh language does not lose ground has been at the forefront of our minds during this time, and both GwE and the Learning Service have endeavoured to support schools' attempts to ensure that this does not become the case. Specific resources have been shared in cooperation with the Language Units, which are available to all schools, and a number of other resources have been shared via GwE's Support Centre - e.g. a ready-made School Development Plan Priority to develop the Welsh language, resources to promote Welsh oracy, language-modelling resource, guidance to support parents etc.

There are numerous examples of schools supporting non-Welsh speaking parents in order to ensure that pupils continue to be exposed to the language over the period. These examples include sharing good practice through purposeful videos, e.g. School staff reading stories every night to children and sharing videos to support Welsh oral development via Google Classroom.

Primary:

Collaboration structures amongst nearly all of the Island's schools have been successfully developed over the period. In cooperation with GwE, groups of primary head teachers and school management teams in several catchment areas in Anglesey have been collaborating on writing and driving an 'urgent' priority and long-term priorities in areas such as Well-being, Welsh oracy and Curriculum for Wales preparations. Not only does this ensure the sharing of good practice amongst schools, it also ensures that the education system continues to develop capacity for self-improvement.

The manner in which Anglesey schools have risen to the challenge of delivering a 'Remote Learning' or 'Blended Learning' provision to ensure continuation of learning, regardless of the situation they were confronted with due to the pandemic, has been commendable. Many of the schools have made effective use of the models and resources made available to them by GwE to support teaching/learning approaches, and a group of them have also worked on producing and trialling a number of these tasks.

Under GwE's guidance, teachers from more than one catchment area have formed pedagogy groups and have met regularly over the lockdown to share successful practice and continue to promote a positive mindset amongst learners, staff and families. This has supported schools' remote/blended learning approach as regards ensuring continuity and consistency of learning.

Primary schools in one catchment area in the Northern part of the county have been trialling 'Live Streaming' techniques over the lockdown. Supported by the Learning Service and GwE, they went on to produce a guidance protocol for all schools. This was regarded as successful practice to be shared across the Region and they have since created a Webinar to provide guidance to all schools in North Wales.

This is not the only example from Anglesey where very good practices have been identified to be shared across the Region. Two small schools from the heart of the Island have been chosen to share their practices, and put together a webinar to display how they have been able to minimise workload/support each other as staff and share good practice for the benefit of pupils through their established collaboration approaches. This collaboration and sharing of good practice are ongoing as the County's schools move through the next stage of the 'new normal'. In the primary sector, via collaboration with GwE and the Learning Service, schools have embarked on the collation and sharing of good practices. As regards the work promoted by GwE, schools are encouraged to share practice across their clusters in the first instance, and on a wider platform thereafter - via GwE's Support Centre - for regional delivery. This will again serve as an opportunity to cascade successful practice and capture the best practice on a local, county and regional level.

Primary schools have been making effective use of the 'Accelerated Learning' resources in order to develop their basic skills after a period of not being able to access regular formal education. There are numerous examples of schools making effective use of the Accelerated Learning resources created by GwE, the impact of which is beginning to emerge - e.g. Results from one school in the centre of Anglesey have improved significantly overall in reading skills over a short period of time.

We have actively ensured that any school 'causing concern' receives effective support at a time when it is not practically possible to visit to conduct monitoring and measure progress. There are numerous examples of this support having involved regular virtual pastoral visits, joint-evaluation of pre-recorded lesson presentations, feedback and co-construction of a protocol on what is expected in terms of book content.

GwE has conducted a number of training and support sessions for schools across the Region on topics such as pedagogy, well-being, ICT amongst others - and almost all Anglesey schools have made effective use of these. For instance, almost two hundred Primary and Special teachers attended a drop-in surgery with Anglesey's Supporting Improvement Adviser to provide guidance on Blended Learning, Accelerated Learning resources and the latest technologies. In addition to the training sessions, Advisers have regularly been attending virtual heads' meetings to provide guidance on several issues such as use of grants, risk assessment, learning continuation plans, and performance management amongst others.

Moreover, the Learning Service and GwE have conducted a session on Schools as Learning Organisations for Head teachers. Incorporating the SLO mind-set will help schools to face the current challenges and plan to respond successfully to the requirements of the reform journey in future.

All of Anglesey's schools have been successfully developing their staff to use technology to continue with learning. Guided and supported by the Learning Service and GwE, we have been conducting bespoke virtual training sessions in order to upskill and develop ICT skills, and to promote Digital Champions in every catchment area to collate and share good practice and to support individuals as and when necessary. Schools are now better prepared to take on future technological changes, and have made strides in their Professional Learning over the period.

Secondary:

Since the announcement in the Summer about the re-opening of schools, and the urgent need to ensure that learning could continue in the form of 'blended learning' - there has been an intense focus across every secondary school on upskilling staff for them to have the appropriate skills to get pupils to engage in effective digital learning. This has been done formally via training days, informal and voluntary training often by teachers outside of school hours, and by teachers in their day-to-day work. School based training days have also helped schools and teachers to prepare for the challenges. We have supported this training at GwE by sharing ideas about blended learning in heads' and teaching and learning forums, and supporting digital training by demonstrating Hwb resources such as Screencastify and Fligrid, in addition to individual discussions with leaders and teachers. Learning models and various resources are available on GwE's resource centre too, which schools use. These sessions have been well supported and attended by schools.

Alongside this, there has been a focus on the nature of teaching and learning. Discussion and implementation of blended learning methods have resulted in teachers often having to rethink and rework their teaching and learning approaches (how to question effectively, how to report etc.). It is fair to note digital learning has been new to us all, resulting in a giant leap in professional learning. There has been a staggering improvement in the digital skills of staff across the five schools, and an impressive amount of work has been undertaken in a relatively short space of time. According to one head teacher: "*Teaching and learning have changed dramatically during the Covid period and what is now considered as being 'good' is very different to what is used to be*".

Schools are flexible in their delivery of blended learning. Some schools choose to stream some lessons live to groups of pupils; others have used a more 'blended' approach - some live lessons, some non-simultaneous learning via pre-recorded videos or PowerPoint presentations and tasks through the virtual classroom. Overall, the majority of 'live' lessons have been delivered to years 12 and 13. All schools have commented very positively on the effort, commitment and readiness of staff to adapt to new teaching methods.

Schools have adapted to the needs of learners and teachers over the term about how they engage with learning for pupils isolating, or during the fire-breaker week. Senior management teams in the five schools ensure that pupil feedback informs planning for Blended Learning. In one school, findings from pupil questionnaires showed that they enjoyed a variety of tasks including voice-over by the teacher and access to a 'live chat' in order to check understanding. Overall, comments from learners and parents have been encouraging in the five schools.

A very robust learner engagement strategy has underpinned the teaching. Attendance in lessons has been monitored thoroughly through SIMS or Class Charts and parents have been contacted in the case of pupils' non-attendance. In some instances, these phone calls have been made by the SMT, to emphasise the importance of engagement. Engagement improved during the fire-breaker, in comparison with the previous lockdown. One school noted that a good number of pupils in the higher sets were engaged however ensuring engagement with some pupils in the lower sets proved to be more challenging.

Some schools have reported issues with their 'broadband', which limits the number of live lessons that can run simultaneously. The Learning Service and GwE have collaborated to attempt to ensure that all learners have access to a Wi-Fi enabled device at home.

Special

Since the beginning of the first lockdown in March 2020, the Special Education Service in Anglesey have responded successfully to the diverse needs of the children and young people in their care.

Based on careful and comprehensive risk assessments, they have set the "wellbeing" of learners, their families, staff and the wider school community as a main priority and have successfully acted to support them. The extra commitment shown during weekends and school holidays has been a feature of this support and is "best practice" within the ALN sector. The strong relationship and support from the Learning Service in line with the support from the Governing Body, has been a factor when establishing this effective practice.

Curriculum revisions and other revisions have continued at a sensible pace during the period, and current improvement plans reflect a set of honest and achievable aspirations in the context of the current pandemic.

Throughout this difficult period, the schools and learners have continued to achieve and succeed. Professional Learning has been an ongoing priority e.g. an "ELKLAN" accreditation was achieved for a whole school communication environment during the period. Learners continue to achieve through effective ongoing learning, with appropriate support at home and detailed attention to every child's development.

The next steps:

The majority of schools intend to focus on digital skills development, linked to the new curriculum. Preparations for the new curriculum and proposed ALN revisions are a priority for every school. Schools are also planning how best to use GwE's Professional Offer to support these areas. GwE will be delivering a combination of generic and bespoke support for schools to develop blended learning further.

Primary and secondary schools will have the opportunity to share jointly developed resources to help ensure that statutory requirements are met. In the primary sector, schools are still collaborating within their catchment area clusters to create and share teaching and learning resources. This will serve to provide local support in the first place, and will then contribute to a regional resource bank to support schools across North Wales with their educational provisions for pupils. In the secondary sector, schools have formed a Professional Learning Alliance guided by the CAMU group with the intention of sharing resources in the first place and then regional distribution via the GwE Support Centre. Collaboration will then take place on areas such as the Curriculum for Wales and any requirements (not yet defined) for formal assessment processes that could become a requirement in KS4 and KS5. These clusters/alliances are funded via the consortium.

Schools will need to review and adapt their monitoring and quality assurance arrangements as the work progresses and take into account adaptations to risk assessments in order to undertake the work effectively.

We have been working closely with advisers from other Consortia across Wales to ensure that effective Leadership Development Programmes are available virtually to the workforce. They are available to practitioners at every stage of their career - from newly qualified teachers to experienced head teachers starting next term to support leaders at every level. We intend to continue to look at what leaders really need during these unprecedented times to allow them to lead their schools successfully.

Summary of work undertaken

Phase 1: Pre-lockdown

- Communication strategy agreed with Directors of six local authorities.
- Regular phone contact with each school through SIA to support head teachers to keep schools open and assuage concerns.
- Deploy GwE staff in schools and PRUs where identified to support them to stay open.
- Deploy GwE staff in the authorities to support them with essential services.
- GwE teams upload initial resources to a designated Google classroom to support schools with initial planning for distance learning.

Phase 2: Supporting schools at the beginning of lockdown

- Keeping regular contact with schools in order to ensure health and wellbeing of both staff and pupils.
- Continuing to support individual schools or Hubs when there was a shortage of staff to attend.
- Upskilling of GwE staff for digital learning.
- Developing guidance, support and learning resources for schools to begin to support distance learning in schools.
- Supporting schools with Digital Learning and producing useful 'How To' videos so that teachers can develop and vary their distance learning methodology.

Phase 3: Distance Learning (DL)

- Developed distance learning guidance for schools in collaboration with other regions.
- Initially, google classrooms populated with appropriate materials and ideas for all Key Stages to refer to.
- Support to enable leaders and teachers to act in line with best practice in creating and using online learning resources.
- Effective DL Models were developed in GwE and were shared nationally and adopted by all regions.
- Schools, leaders and teachers were encouraged to share resources across the system and to encourage schools to use Hwb to share their approaches, plans and learning resources.
- Ensured all learners have an equitable access to learning and learning resources.
- All SIAs to have appropriate Professional Learning as to what makes effective DL.

Phase 4: Supporting schools to re-open

- Joint work with 6 Local Authorities.
- Establish clear lines of communication with key stakeholders.
- Weekly meetings with Directors and Education portfolio holders.
- Created a Policy Framework and Dashboard.
- Modelled risk assessment for each sector.
- Regional and local roles identified in supporting vulnerable learners.
- Upskilled GwE staff to support school leadership in these areas.

Phase 5: Blended Learning

- Upskilling of GwE team with international research on blended learning.
- Naturally blending Curriculum for Wales into current practice.
- Multi-disciplinary units to consolidate and develop skills.
- CAGs / Qualifications / Exams.

Phase 6: Accelerating Learning / Recruit, Recover and Raise Standards (RRRS)

- Regional approach to Accelerating Learning / RRRS – included Physical wellbeing; Emotional wellbeing and Literacy and numeracy.
- Evidence based approach based on research.
- Triangle of need – GwE leading the universal, GwE and Local Authorities targeted and Local Authorities leading the acute.

Phase 7: Deepening collaboration and developing robust networks

- Work within developed collaborations or opportunities to form alliances to address gaps in provision and alternative ways of delivery to meet any future lockdown scenarios.
- Clusters and alliances to identify the appropriate level of support which will be required for the different scenarios.
- Facilitate schools supporting each other in this time of crisis. Each cluster or alliance supporting each other by sharing plans and resources so that schools can respond to different operational scenarios that they might find themselves in.
- These resources will be collated regionally, ensuring a significant bank of quality resources for all age groups across the school system in North Wales.
- The aim of the work is to reduce workload and reduce pressure on schools.
- Provided rationalised Professional Offer to support clusters and individual schools.



Professional Learning



REPORT ON PROFESSIONAL LEARNING OFFER IN RESPONSE TO COVID-19

Background and context

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system and schooling has been significantly disrupted but remains of central importance.

On 23rd March, schools were re-purposed to support children of key workers and some vulnerable learners whilst also supporting all learners to stay safe and keep learning at home.

At this time, schools and settings were advised to make all efforts to:

- keep all children safe and well;
- offer access to childcare for critical workers;
- ensure learners who are at most risk are being supported;
- support the well-being of the education workforce;
- allow learners to access learning through digital or other accessible methods in a practical and uncomplicated way;
- support all partners' shared understanding of how effective, organised distance learning can provide a breadth of learning experiences;
- support parents/carers access to guidance to understand their role in supporting their children within distance learning;
- support the well-being and basic skills of learners through effective contact and communications.

Background and context (cont'd)

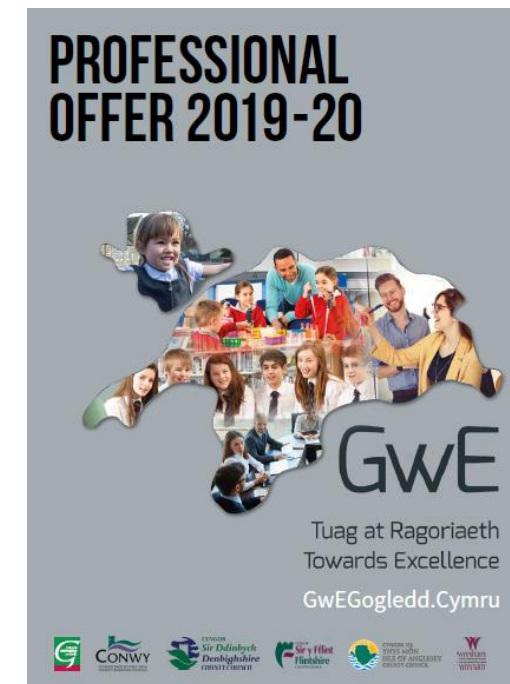
On June 3 the Welsh Government (WG) announced that there would be a phased opening of schools from 29th June, 2020 to give all pupils the opportunity to “check in, catch up and prepare.” Welsh Government published their Learning Guidance [<https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>] to provide advice on learning and teaching taking place in schools and settings for the remainder of the summer term and to support practitioners as they prepare for the autumn term.

On July 9th, the Education Minister confirmed that all pupils will be able to return to school in September, and that schools will return to full capacity by September 14th, subject to continuing, steady decline in the presence of COVID-19 in the community. Welsh Government have published further learning guidance [<https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19>] for the autumn term that gives schools and supporting partners a common set of priorities for learning, regardless of the level of operations in response to COVID-19.

Introduction

Under normal circumstances, GwE's professional learning offer is both comprehensive and wide-ranging providing effective professional learning opportunities for all school staff, from teaching assistants wanting to achieve a Higher Level Teaching Assistant qualification, an Aspiring Leader Development Programme, a Middle Leadership Development Programme, to prospective head teachers through the NPQH. It also includes Professional Learning opportunities in numerous other aspects of school life, for example: literacy and numeracy in the primary, core subjects in the secondary, curriculum planning and wellbeing.

The service has evolved to be in a position to offer training based on the principles of schools as 'learning organisations'. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school-to-school collaboration and peer engagement. All promote self-improvement and pedagogy with the aim of rolling out good practice.



Introduction (cont'd)

GwE's professional offer has been planned to ensure effective support for aspiring and experienced leaders at all levels, for the development of classroom practitioners and for whole school areas/aspects such as pedagogy, assessment and wellbeing.

We actively encourage schools to collaborate and engage in clusters and are able to respond to the specific requirements and needs of our partner LAs.

The professional offer is identified following careful consultation with all stakeholders and user groups and is further underpinned by the sound knowledge held by Supporting Improvement Advisers. We are confident that the comprehensive package on offer to school robustly meets national, regional and local requirements.

The principles of Curriculum for Wales are embedded in all our training offers and the four curriculum purposes are fundamental when planning relevant, up-to-date and engaging training. Furthermore, the Professional Standards for Teaching and Leadership form the basis of professional learning and support teachers and leaders with pedagogy, collaboration, leadership, innovation and professional learning.

As part of GwE's professional learning offer, we have maintained an integrated approach to the Reform Journey and supported collaborative working across clusters looking at the 3-16 continuum. Working closely with leaders, we have identified resources and areas of professional learning to include the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional AOLE networks and curriculum design and planning at school level.



Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19

Staff in the local authorities and GwE have adapted and repurposed their work in order to continue to provide effective services and support for their school communities. The 'normal' professional offer has been modified to ensure that schools and settings receive relevant and purposeful support. This has enabled them to successfully deal and adapt to the challenging circumstances that they find themselves in. The regional approach of supporting collaboration through cluster working has continued throughout this period.

During the COVID-19 pandemic the health and wellbeing of all learners and teaching staff has been prioritised by GwE and the LAs. Working within the National Approach to Professional Learning, principles of engagement have been established. The Professional Learning offer prioritised supporting schools to improve the digital skills of their staff and enabling them to develop effective Distance and Blended Learning approaches and more effective learner engagement. The development and sharing of distance and blended learning exemplar models were very warmly received by schools and ensured that we had higher levels of consistency in the quality of provision and delivery across the region.

The new Professional Standards for Teaching and Leadership form the basis of the PL and support teaching staff and leaders with pedagogy, collaboration, leadership, innovation and their professional learning.

Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The six local authorities and GwE have also taken a collegiate and collective regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

The framework included resources to support planning for:

1. Health and safety requirements
2. Site and facilities arrangements
3. Transport
4. Staffing arrangements
5. Blended teaching and learning
6. Inclusion and pupil support
7. Key management tasks.

Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The Local Authorities and GwE have worked collaboratively to ensure extensive professional learning to support the repurposing of schools.

This work included:

- Sharing of successful practice across the region with regard to distance learning and learner engagement.
- Facilitating cluster working and peer to peer support across the region.
- Supporting those schools that were finding engaging with specific learners challenging.
- Supporting teachers in the transition from consolidating previous learning to teaching of new aspects.
- Learning from national and international models on how to develop blended learning.
- Publishing a blended learning guidance that was co-constructed with Estyn and the other regional consortia.
- Developing exemplar blended learning models in collaboration with Estyn and the other regional consortia.
- Providing professional learning to schools on effective blended learning models and pedagogy.
- Continuing to support the health and wellbeing of teachers (who may be teaching several age groups) when they need to teach some learners in schools and continue to support others at home.
- Continuing to support schools in ensuring the health and wellbeing of learners who are returning to a very different classroom during the phased return.
- Providing further Professional Learning to teachers and classroom assistants on how to best model this 'mixed economy' of provision.
- Supporting wide range of opportunities to develop digital skills to enhance teaching and learning experiences

Purpose of the report

This report outlines the professional learning offer to schools during the COVID-19 pandemic.

It provides summaries and links to the resources developed and shared with schools as well as a brief outline of the professional learning opportunities that have been offered.

Click on options below:

[Professional Learning Resources](#)

[Professional Learning Opportunities](#)

Professional Learning Resources

Content

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

Digital Learning

- Webinars
- How to Videos
- Distance Learning Resources

Teaching and Learning

- Curriculum for Wales
- Feedback
- Distance Learning
- Blended Learning
- Networks
- Accelerated Learning

Wellbeing

- Universal wellbeing
- Targeted/Differentiated Wellbeing Approaches
- Staff Wellbeing
- Engaging with Learners

Content (cont'd)

Leadership

- Preparation to re-open schools
- School Development Plan

Teaching Assistants

- Introduction
- Classroom content
- Joining the Classroom

Y Gymraeg

- Cynradd
- Uwchradd
- Newyddlenni
- Cynllun Gwefeillio

Early Professional Learning Pathway

- Initial Teacher Education
- Newly Qualified Teachers



Digital

Digital

Webinars

How to Videos

Distance learning resources





Digital

Digital

Webinars

How to Videos

Distance learning resources

INTRODUCTION TO HWB FOR PRIMARY SCHOOLS

This webinar gives an overview of all the tools available on Hwb that are suitable for use in primary schools.



<https://sites.google.com/hwbcymru.net/digital/webinars>



Digital

Digital

Webinars

How to Videos

Distance learning resources



Hwb

Menu Log in Sign up

Home > Distance learning > Distance learning made through Hwb > Senior leaders

How to video guides

Part of: [Senior leaders](#)

How can I.....
Scenarios

G suite for
education

Microsoft



NATIONAL HOW TO GUIDES FOR SENIOR LEADERS

A distance learning site was created in conjunction with the other regions which included helpful video clips for senior leaders to





Digital

Digital

Webinars

How to Videos

Distance learning resources



DISTANCE LEARNING WEBSITE

A distance learning site was created at the start of the lockdown period which collated all the support available to practitioners to

<https://sites.google.com/hwbcymru.net/digital/distance-learning-resources>

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CURRICULUM FOR WALES



FEEDBACK



ACCELERATED SKILLS

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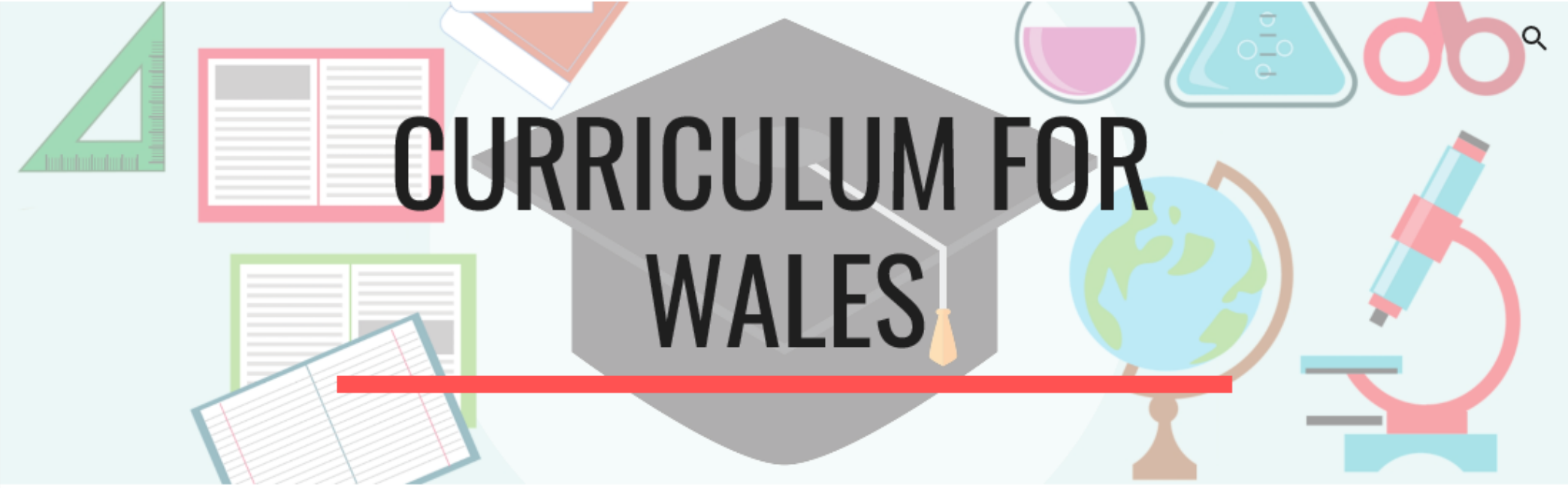
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A white rectangular box containing the 'ADDYSG CYMRU EDUCATION WALES' logo with a green checkmark, the Welsh Government logo featuring a dragon, and the word 'Curriculum' in large green letters.

CURRICULUM FOR WALES GUIDANCE

National guidance produced for Curriculum



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The document below offers general considerations for feedback during the periods when learners are in school or working at home

Returning to School Feedback Considerations

When returning to school, the time spent in school and class is going to be very different for everyone. Ensuring the safety, well-being and health of all will remain a priority and learners will need opportunities and time to:

- engage, socialize and collaborate with peers who have not seen them for some time
- re-establishing relationships with teachers and teaching assistants,
- get used to new classroom routines
- reconnect with their learning, regain motivation and confidence
- progress in their learning

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PRIMARY DISTANCE LEARNING



SECONDARY DISTANCE LEARNING

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FOUNDATION PHASE

Nursery and Reception:

[Model 1 Nursery and Reception](#)

[Model 2 Nursery and Reception - with voiceover](#)

[Model 3 Nursery and Reception](#)

[Model 4 Nursery and Reception](#)

Years 1 and 2

[Model 1 Years 1 and 2](#)

[Model 2 Years 1 and 2](#)

[Model 3 Years 1 and 2](#)

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KEY STAGE 2

Years 3 and 4

[Model 1 Learning at Home](#)

[Model 1 Dream Island](#)

[Model 2 Themes](#)

[Model 2 Choice Model](#)

[Model 3 Generic Model](#)

[Model 4 Weekly Model](#)

[Model 4 Ysgol GwE Model](#)

Years 5 and 6

[Years 5 and 6 Models](#)



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GWE GUIDANCE

GWE GUIDANCE

GwE guidance that sets the context and the rationale for the distance learning models. This is the suggested starting point for practitioners when familiarising themselves with the models.

Guidance for Distance Learning

'At the heart of any Distance Learning plan is the need to protect pupils, families and teachers' health and wellbeing, whilst supporting a continuation of learning.'

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KEY STAGE 3

Year 8 weekly model plan

Reference for the model:

- The content represents the typical curriculum for a school in Wales. It is not intended to be a template for schools to copy and paste.
- The model is based on the Curriculum for Wales, which is a framework for learning and teaching. It is not intended to be a template for schools to copy and paste.
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Guidance for teachers:

- Ensure appropriate links are made to the learning objectives.
- Ensure that the model is appropriate for the needs of all learners.
- Ensure that the model is appropriate for the needs of all learners.
- Ensure that the model is appropriate for the needs of all learners.
- Ensure that the model is appropriate for the needs of all learners.

KS3 MODEL 1

Year 8 Weekly Learning Plan

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KS3 MODEL 2

QED - Digital Learning plan model

Reference for the model:

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KS3 MODEL 3

Digital Learning Plan Model

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- Ensure that the model is appropriate for the needs of all learners.

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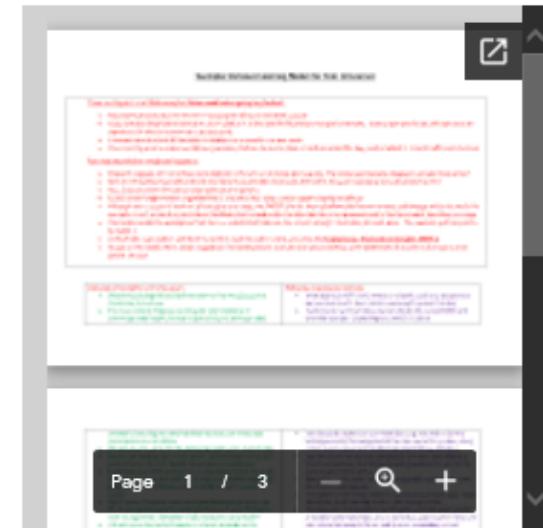
KS5



KS4 MODEL 1



KS4 MODEL 2



KS4 MODEL 3

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^ Distance Learning

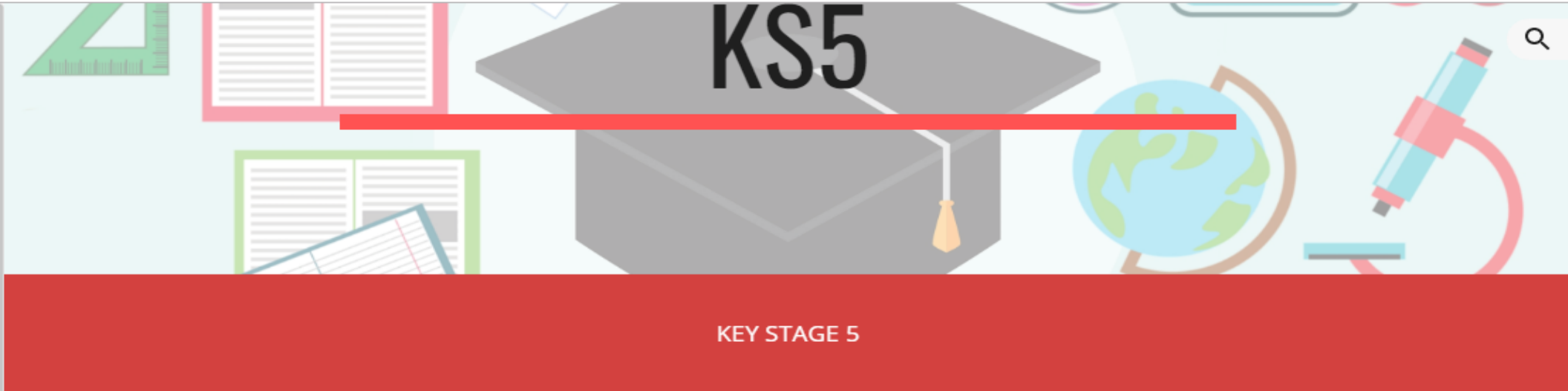
Primary Distance Learning

^ Secondary Distance Learning

GW E Guidance

KS3

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KEY STAGE 5

TRANSITION BOOKLETS YEAR 11 TO AS

Tutorial 1
Preparing for Year 12

Tutorial 1
Preparing for Year 12



Teaching and Learning (BL)

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Mae'r adran hon ar ganol cael ei datblygu. Byddwn yn parhau i uwchlwytho cynnwys dros yr wythnosau nesaf



Cartref-Home

Cymraeg

English



CEFNOGAETH DYSGU CYFUNOL BLENDED LEARNING SUPPORT

DEWISIWCH EICH IAITH - CHOOSE YOUR LANGUAGE

Cymraeg

English

<https://sites.google.com/hwbcymru.net/dysgucyfunol-blendedlearning/cartref-home>

This section is being developed. We will be populating this section between now and September.

Blended Learning FP

FP Blended Learning Model

Workshop

Blended Learning Home

Examples of Activities

Considerations

Useful Apps and Guidance

Key Stage 2

More



FOUNDATION PHASE

BLENDED LEARNING

BLENDED LEARNING MODEL FOR FOUNDATION PHASE

SCROLL DOWN TO THE BOTTOM OF THE PAGE FOR ACTIVITIES THAT EXEMPLIFY THE MODEL





EXAMPLES OF ACTIVITIES

All activities to be planned and delivered in line with current operational guidance and school's risk assessment.

These are activities for focus and enhanced provision. Focus tasks are designed for short repeated bursts of teaching 10 – 15 minutes for Nursery and Reception and 15 - 20 minutes for Years 1 and 2. Continuous provision will need to be available.

<https://sites.google.com/hwbcymru.net/blended-learning-fp/examples-of-activities>

This site is currently being developed. We will be adding more content between now and September.



BLENDED LEARNING - KS2

BLENDED LEARNING MODELS - KS2

This is a video that introduces the concept of blended learning and gives an overview of the models that can be followed to develop blended approaches to teaching and learning.



<https://sites.google.com/hwbcymru.net/blendedlearnings2>

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Example Models

Digital Learning

Foundation Phase

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EXAMPLE MODELS



ON YOUR MARKS



SPECIAL DAY



BLM / WILDLIFE

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BLENDED LEARNING GUIDANCE

Blended Learning Guidance

This guidance is a concise, coherent and practical guide to blended learning for teachers and leaders. It provides clear definitions, helps to identify the opportunities and challenges through strategic questions for consideration and supports teachers in developing provision and practice. It includes

- Key tasks and considerations for senior and middle leaders in planning for blended learning

- Models of blended learning highlighting the strengths of each
- Detailed guidance for subject leaders and teachers on planning blended learning based on best practice and including direct links to the latest research
- Subject exemplars for English Language, English Literature, Welsh, Mathematics, Science and History
- Review of the digital tools available to support blended learning

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Learning Together

Materials to support Blended Learning at Key Stage 3

Guide for Schools:

- The materials have a multi-disciplinary content with a focus on consolidating, applying and developing literacy, numeracy and digital skills
- Students will also be developing their knowledge and understanding of cultural and societal issues that may be currently prevalent
- They also focus on developing wider skills such as interpretation, evaluation, creativity and coming to a conclusion
- They draw on an opportunity for parents/carers/teachers to use their own skills and experience to help develop the child's ability to learn
- They are set in engaging, real life situations.
- The materials exemplify a multi-disciplinary approach to planning which supports the thinking behind the new Curriculum for Wales.

Considerations for Implementation:

Layout of Units:

The units have been prepared in the form of a learning map so that pupils can navigate around the tasks in order to build their skills and understanding around the topic. Each learning map contains all the learning opportunities for the child and includes supporting documents that can be accessed by clicking on the links. This allows for one document to be sent to the child rather than a number of documents. However, if the school wishes, the tasks may be numbered or be broken into smaller chunks and presented to the child one at a time if

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LEARNING TOGETHER - GUIDANCE FOR

SCHOOLS

Supporting the Learning Process

In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

Developing Curiosity

In order to do this you must try to avoid giving them clues about the answer. It is actually better if you join your child on their learning journey using 'could be' language such as 'the solution could be...'. Some people have suggested that it might work like this: 'or it could be like this...'

Developing Questioning

When discussing learning with your child encourage them to ask their own questions. You may need to model this at first by asking questions such as 'why do you think...?', 'how come...?', 'what might that mean for...?'. Also encourage them to ask their inquiries to explore possibilities by asking 'what if...?' and to not take things for granted by asking 'his, but...'

Developing Listening

Learning needs to be a social event where we have a conversation about our ideas and listen to other people's ideas in order to identify what is working forward and improve our ideas. In order to do this ask your child to explain their ideas, the reasoning behind them, their methods using questions such as 'what do you mean by...?', 'how would that work?' and 'why would you do it that way?'. Encourage your child to listen to the ideas of others (including yours) in order to improve on their own. This is very important! We and enjoyably

Supporting the Learning Process

In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

Developing Persistence

Help your child to become 'unstuck' by asking questions such as:
- What do you know already that might help you?
- What do you need to know/find out?
- How could you learn about...?
- Could someone else help you?

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LEARNING TOGETHER - SUPPORTING

LEARNING FITNESS

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Online resources and platforms

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Online resources and platforms

WEBINARS AND LINKS TO PROFESSIONAL LEARNING

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FOR TEACHING AND LEARNING (PART 1) JANE BASNETT- WEBINAR

Using meetings and one note

[Click here to view the webinar](#) or click on the video.

 How to sharpen your Micro...

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FRO TEACHING AND LEARNING (PART 2) JANE BASNETT- WEBINAR

Recording on PPT, Forms, Flipgrid, puzzlemaker

[Click here to view the webinar](#)

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ONLINE RESOURCES AND PLATFORMS

GWE GOOGLE CLASSROOM- MFL

Over the school-closure period, I have selected various useful webinars and resources to support teachers and schools to develop strategies to best deal with distance learning and more recently blended learning. All resources and links have been shared and can also be found on the GWE Google classroom.

If you have trouble accessing the site, please send an email to SEW@friars.gwynedd.sch.uk.

[Click here to access the classroom for MFL KS 2.](#)

[Click here to access the classroom for MFL KS3 AND 4](#)

[Click here to access the classroom for MFL KS 5](#)

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EXAMPLES OF LEARNING SEQUENCES



EVIDENCE REVIEWS



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Grammar: Model for teaching the writing skills of grammar in KS2

SKILLS: ORACY/WRITING	Grammar, punctuation and experimenting with new vocabulary. AUDAccelerated model TEACHER2021	Year	4/5/6
---------------------------------	---	-------------	-------

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to accelerate specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate	Presenting pupils to think about what	An important aspect of metacognition is	HOME: teacher to share a passage of writing using Google Docs. The passage should have many spelling, grammar, punctuation errors, along with ineffective vocabulary such as 'nice', 'stuff', 'thingy', etc. Either collaboratively, sharing the same passage

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Subject Networks



Model for teaching time skills in KS2

SKILLS: NUMERACY	<ul style="list-style-type: none">Read hours and minutes on a 12 hour digital clock using am/pm conventions.Tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour	Year	3
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AJDAccelerated model TEACHER2020

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to boost specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

Approach	What is it?	Why include it?	Examples (online / offline)

Teaching and Learning (Accelerated Learning)

Home



BEHAVIOUR AND WELLBEING PROGRAMMES

Well-being & behaviour programmes evidence reviews

An overview of a range of well-being and behaviour programmes. The database also includes a review of the available research evidence in support of each programme.

	A	B	C	D	E	F	G
1	Resource	Age Range	The programme supplements the	The programme has an evidence base	Areas of well-being targeted	Are there supported activities that can be	Delive

Teaching and Learning (Accelerated Learning)

Home


Teaching and Learning

- Teaching and Learning
- Curriculum for Wales
- Feedback
- Accelerated Skills
 - Examples of learning sequences
 - Evidence reviews
 - Behaviour and wellbeing programmes
 - Numeracy programmes
 - Literacy programmes
 - Online literacy and numeracy programmes**

ONLINE LITERACY AND NUMERACY PROGRAMMES

Online literacy & numeracy programmes evidence reviews

An overview of a range of online literacy and numeracy programmes. The database also includes a review of the available research evidence in support of each programme.

	A	B	C	D	E	
						

Teaching and Learning (Accelerated Learning)

Home

Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Examples of learning sequences

Evidence reviews

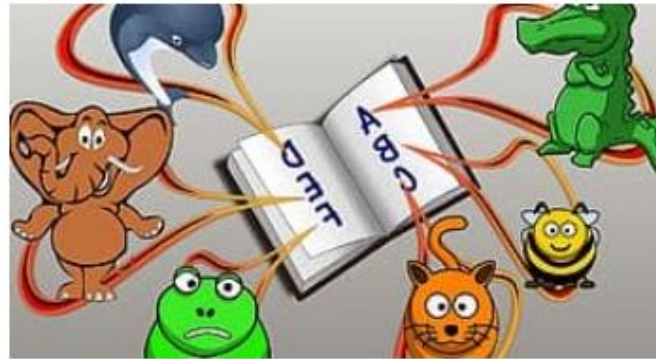
Teaching and learning strategies

Literacy

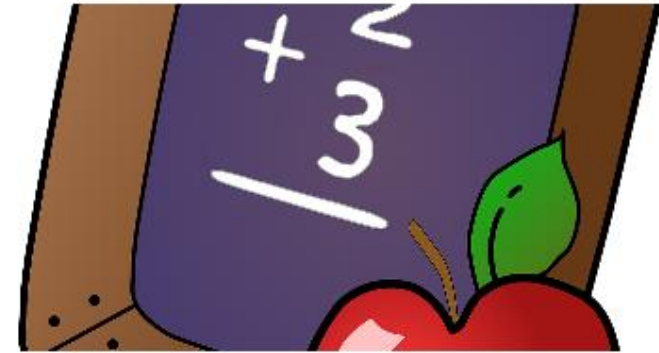
Numeracy

Distance Learning

Blended Learning



LITERACY



NUMERACY



LLES

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



UNIVERSAL WELLBEING

- ① This section includes a range of guidance, resources and professional learning opportunities in regards to supporting the physical, social, mental and emotional wellbeing of all learners.

<https://sites.google.com/hwbcymru.net/lles/wellbeing>





LLES

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



GOOGLE CLASSROOM

KS2, KS3 and KS4 Google Classroom

Google Classroom were created to support schools with their Distance Learning each classroom contained a Wellbeing section with resources on physical, social, mental and emotional learning and support. To access the classroom you will need the class code that has been shared with your school.

KS2

Lles | Wellbeing



ACEs on line training. Hvyfforddiant ar-lein A...

Posted 21 Jul





LLES

Wellbeing

Universal wellbeing

**Targeted /
Differentiated
Wellbeing Approaches
approaches**

Staff Wellbeing

Engaging with Learners



Tuag at Ragoriaeth
Towards Excellence

Professional learning on strategies that support learners who are looked after / formally looked after.





LLES

Wellbeing

Universal wellbeing

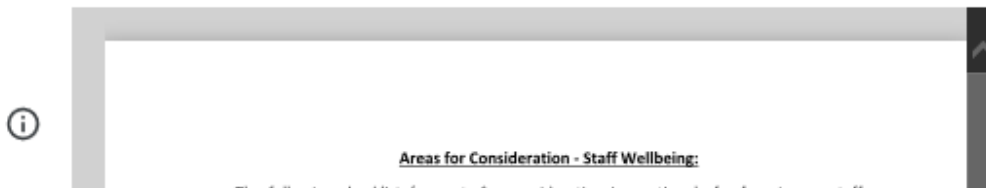
Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



AREAS FOR CONSIDERATION



Checklist / framework for schools to use in regard to supporting staff wellbeing. There is also a section on further information and guidance with practical





LLES

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with
Learners



REGIONAL LEARNER ENGAGEMENT REPORT



Ymwahanach y Ffôn Cefnwrdd
a Swydd: 01492 444444
01492 444444
01492 444444
01492 444444





Leadership

Leadership

Risk Assessment

School Development
Plan



<https://sites.google.com/hwbcymru.net/leadership/leadership>

PARATOADAU I AIL-AGOR YSGOLION

- Trosolwg Dashfwrdd
- Egwyddorion Trosfwaol
- Diogelwch
- Safle a Chyfleusterau
- Trafnidiaeth
- Staffio
- Dysgu ac Addysgu
- Cefnogi Dysgwyr
- Cyfathrebu
- Tasgau Rheolaethol Allweddol Eraill
- Dogfennaeth a Chanllawiau LIC
- Aseidiadau Risg
- Trosolwg
- Sgorio
- Canllawiau
- Ysgol Gynradd
- Ysgol Uwchradd
- Ysgol Arbennig
- UCD

PREPARATION TO RE-OPEN SCHOOLS

- Dashboard Overview
- Overarching Principles
- Safety
- Site & Facilities
- Transport
- Staffing
- Teaching & Learning
- Learner Support
- Communication
- Other Key Management Tasks
- WG Guidance Documents
- Risk Assessments
- Overview
- Scoring
- Guidance
- Primary Schools
- Secondary Schools
- Special Schools
- PRU

Fel ar y 15-06-2020



As at 15-06-2020



Preparation to re-open schools

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SECONDARY SCHOOL RISK ASSESSMENT												
Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	responsibility	Are you satisfied identified risks have been
			▼	▼			▼	▼				
Logistics	Accommodation	<ul style="list-style-type: none"> School capacity calculation 	4	3	12	<ul style="list-style-type: none"> Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. The modal average classroom, with furniture and additional staff, is 6 learners. Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints. Schools may wish to start at the 				<ul style="list-style-type: none"> LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. The same safeguarding principles should be applied to staffroom. 		
Logistics	Accommodation Function	<ul style="list-style-type: none"> Health and safety requirements related to school classroom and infrastructure Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be 	4	4	16	<ul style="list-style-type: none"> Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage. 				<ul style="list-style-type: none"> Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc. Please note this is not an exhaustive list and schools will need to liaise with their Health and 		
Logistics	Transport	<ul style="list-style-type: none"> Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be 	3	4	12	<ul style="list-style-type: none"> Liaise with LA over transport related to revised school day and volume required. Continue to reduce numbers in transport. 				<ul style="list-style-type: none"> All gates other than front gate will be closed. SLT on gate to let buses and taxis in and out once safe. This has to be relevant to each site - should be flexible for each school. Children on buses will need to be on a rota as well. Drop off zones created - nearby car parks, etc. It may be required that learners do not use public transport at peak times and as a result 		



SCHOOL DEVELOPMENT PLAN

PROGRESS TOWARDS SDP PRIORITIES 2019-20

Reviewing the progress of the 2019-20 school development plan remains statutory. Most schools have reviewed their priorities up to March 2020. This document offers sentences and possible content to report on progress since then. It can usually be reviewed at the school's G6 site or an annex to the SDP 2019-20 document.

[Click here to open the document in a new window](#) - there will be an option here for you to download.

<https://sites.google.com/hwbcymru.net/school-development-plan/school-development-plan>

Teaching Assistants

Introduction

Classroom content

Joining the classroom



Welcome to the page for the professional development of teaching assistants. The aim of the page is to introduce you to the Google Classroom that has been created in Hwb, for the promotion of professional development for teaching assistants. For those of you who have not seen or joined the Google Classroom, here is a taster below.



GwE Cymorthyddion + | Teaching Assistants +

Class code



<https://sites.google.com/hwbcymru.net/teaching-assistants/introduction>

CLASSROOM CONTENT

There are a variety of professional development resources included within the topics and the sub-sections in the Google Classroom. These resources include links to online training, reading materials, video clips, webinars, instructions for using digital tools and much more. Examples are shown below.

The screenshot shows a Google Classroom post with the following content:

- Title:** Creu cyfrif ar gyfer mynediad i'ch PDP | Creating an account for access to your PLP
- Author:** C Jones • 12 May
- Text:**

Y pasbort dysgu proffesiynol (PDP) yw'r llwyfan ar-lein a ddytuniwyd ar gyfer pob ymarferydd i fyfyrlo ar eu hymarfer, nodi dysgu proffesiynol a chofnodi cynnydd. Dylai ymarferwyr ei ddefnyddio i gasgu tystiolaeth fel rhan o'r cyich rheoli perfformiad. Mae'r PDP yn 'symudol' a bydd yn dilyn yr ymarferydd drwy gydol ei yrfa.

Gwylwch y fideos isod er mwyn dysgu sut i greu cyfrif gyda'r Cyngor Gwethlu Addysg a chael mynediad at eich Pasbort Dysgu Proffesiynol.

The professional learning passport (PLP) is the online platform designed for all practitioners to reflect on their practice, identify professional learning and record progress. Practitioners should use it to gather evidence as part of the performance management cycle. The PLP is 'portable' and will follow the practitioner throughout their career.

Watch the videos below to learn how to create an account with the Education Workforce Council and gain access to your Professional Learning Passport.

<https://sites.google.com/hwbcymru.net/teaching-assistants/classroom-content>



Teaching Assistants

Teaching Assistants

Introduction

Classroom content

Joining the classroom

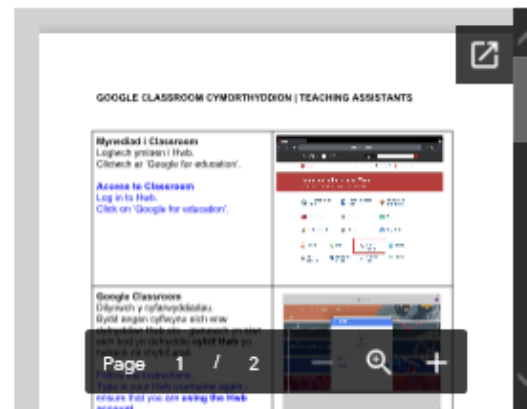
How to join the Classroom

The code for joining the Google Classroom for teaching assistants has been shared with all head teachers within the region. Ask your head teacher for the code, or contact WendyWilliams@gwegogledd.cymru or CarysEirijones@gwegogledd.cymru to receive the code through email, stating your name, school and local authority.

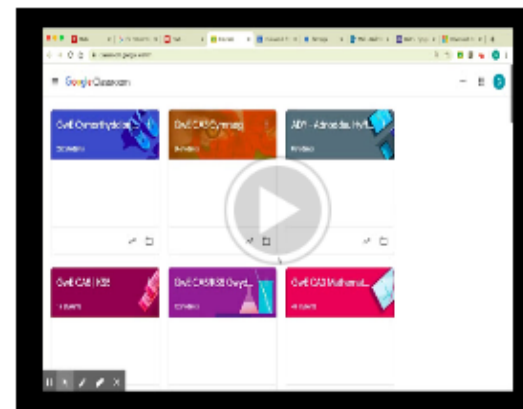
You will need to use your Hwb account to register for access to the Classroom.

Guidelines on how to join the Classroom

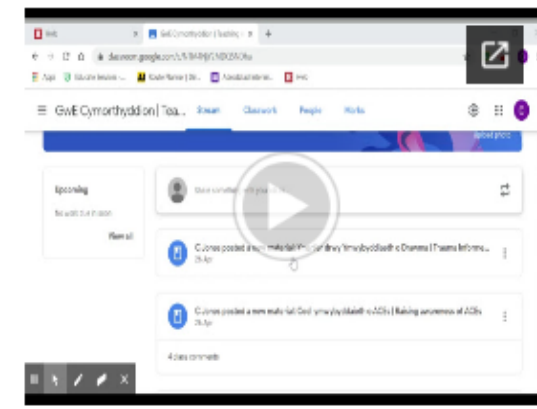
There are written guidelines on how to join the Classroom, and two videos with voiceovers are available through following the links below. The first voiceover explains how to gain access to your Hwb account, and the second one explains how to gain access to the Google Classroom. (The code included in the voiceover is no longer valid).



Written instructions to access Hwb and join the Classroom



Voiceover on how to access your Hwb account



Voiceover on how to join the Classroom

<https://sites.google.com/hwbcymru.net/teaching-assistants/joining-the-classroom>





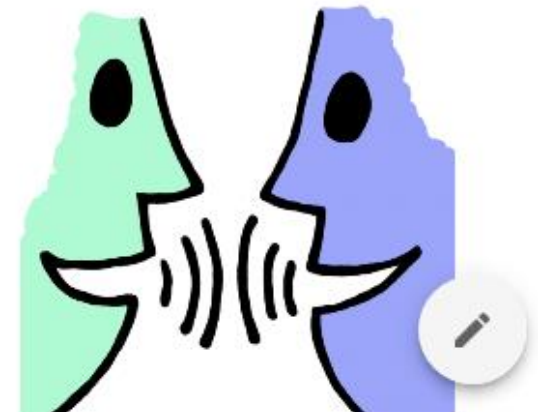
Y GYMRAEG

Y Gymraeg

- ▼ Cynradd
- ▼ Uwchradd

Newyddlenni

Cynllun Gwefeillio





Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ **Cyfnod Sylfaen**

Adnoddau

Modelau Dysgu
o Bell

Modelau Dysgu
Cyfunol

Model
Dwyieithog i
Rieni Di-
Gymraeg

▼ Cyfnod Allweddol
2

▼ Uwchradd

Newyddleni



CYFNOD SYLFAEN



ADNODDAU



MODELAU DYSGU
O BELL



MODELAU DYSGU
CYFUNOL



MODEL
DWYIEITHOG I
RIENI DI-
GYMRAEG





Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Cyfnod Sylfaen

▼ **Cyfnod Allweddol 2**

Llythrennedd

Siarad a Gwrando

Ysgrifennu

Darllen

Cymraeg Ail-iaith

Cyffredinol

▼ Uwchradd



CYFNOD ALLWEDDOL 2



LLYTHRENNEDD



SIARAD A GWRANDO



YSGRIFENNU





Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o
Bell / Dysgu
Cyfunol
Cenedlaethol

▼ **CA3**

Adnoddau CA3

Model Dysgu
Cyfunol "Ein
Byd" Bl. 9

Model Dysgu
Cyfunol "Ein
Byd" Bl. 5-9

Model Dysgu
Cyfunol "Ein

CA3



ADNODDAU CA3



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 9



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 5-9



MODEL DYSGU
CYFUNOL "EIN
BYD" AIL-IAITH
BL. 7-8



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o
Bell / Dysgu
Cyfunol
Cenedlaethol

▼ CA3

▼ **CA4**

Adnoddau CA4

Model Dysgu
Cyfunol
Cymraeg CA4

Model Dysgu
Cyfunol "Ein
Byd" Bl. 10

CA4



ADNODDAU CA4



MODEL DYSGU
CYFUNOL
CYMRAEG CA4



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 10



MODEL DYSGU
CYFUNOL "EIN
BYD" AIL-IAITH
BL. 10



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Newyddlenni

Cynllun Gwfeillio

NEWYDDLENNI

Yn ystod y cyfnod clo fe greoedd Tîm Cymraeg fel pwnc Uwchradd GwE gyfres o Newyddlenni sy'n coladu gwahanol adnoddau defnyddiol yn y Gymraeg i athrawon Cymraeg ac athrawon cyfrwng Cymraeg. Mae thema penodol i bob newyddlen.



NEWYDDLEN MIS EBRILL

Canolbwynt y Newyddlen gyntaf yma ym mis Ebrill oedd Adnoddau Dysgu o Bell.

<https://sites.google.com/hwbcymru.net/ygymraeg/newyddlenni>



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Newyddlenni

Cynllun Gwefeillio



CYNLLUN GWEFEILLIO

GWEfeillio

CYNLLUN I GEFNOGI'R DEFNYDD O SIARAD,
SGWRSIO A DEFNYDDIO'R GYMRAEG AR
BLATFFORM NEWYDD.



' Dyma gynllun sy'n cynnig cyfleon i'n dysgwyr siarad Cymraeg ac mae'r syniad o o rwydweithio yn ddigidol yn wirioneddol gyffrous gan osod swyddi ar safon datblygiadu pellach i'r safonau uwchaf hysbysu.



ITE/NQT

Early Professional Development Pathways

▼ ITE





ITE/NQT

Early Professional
Development
Pathways

▼ ITE

Learning to teach

Thinking of
teaching?

Professional learning
and schools
information

LEARNING TO TEACH

For further information on learning to teach in North Wales please see gwegogledd.cymru/ITE

As a newly qualified teacher, we have programmes for you including further training and an extensive support network of other NQTs are more experienced teachers. Visit gwegogledd.cymru/NQT

Professional Learning Opportunities

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

Brief Overview	Initial impact	Time and attendees
<p>Live and recorded webinars for leaders and teachers that included:</p> <ul style="list-style-type: none">• Introduction to Hwb• Presentations on how to use Flipgrid, Office 365, Google for Education, Screencastify, Adobe Spark• Sharing of further professional learning resources should the audience require additional information	<ul style="list-style-type: none">• Raised awareness of tools and services offered through Hwb• Increased understanding amongst schools of the advantages of using Hwb• Increased use of Hwb to support distance learning	<p>5 sessions 14 hours 470 attended live sessions 720 watched recorded sessions</p>

Brief Overview	Initial impact	Time and attendees
<p>Digital learning workshops delivered to GwE staff to enable them to support all schools and clusters across the region with their distance and blended learning strategies.</p>	<ul style="list-style-type: none">• Support available and delivered to all 413 schools and 53 clusters across the region• Increased confidence and use of digital learning across all schools• Increased professional learning opportunities and resources available to schools to support distance and blended learning	<p>60 sessions 132 hours 65 GwE staff</p>

Brief Overview	Initial impact	Time and attendees
<p>Professional learning opportunities provided to all leaders and teachers in all schools across the region by:</p> <ul style="list-style-type: none">• Creating distance learning website to share information and tools to support schools• Creating Google Classrooms to share resources and good practice with teaching staff• Creating Google Classroom to offer professional learning for teaching assistants• Creating blended learning website to present blended learning modules and approaches to schools	<ul style="list-style-type: none">• Resources and information available and delivered to all 413 schools and 53 clusters across the region• Information collated in one place for ease of access• Raised awareness of different methodologies and approaches to distance and blended learning• Increased professional learning opportunities and resources available to schools to support distance and blended learning• Sharing of good practice across the region	<p>25 hours</p> <p>Resources and guidance available to all 413 schools and 53 clusters across the region</p>

Brief Overview	Initial impact	Time and attendees
<p>Up-skilling Foundation Phase Practitioners and SLT, providing bespoke training and support on FP provision for individual schools and clusters of schools.</p> <ul style="list-style-type: none">• Guidance and support for the re-opening of schools, focused upon foundation phase provision for individual schools, clusters and SIAs.• Outdoor Learning cluster training sessions and using the outdoors effectively when pupils return to school and ongoing provision.• Bespoke guidance, support and training to schools in Estyn category and schools at risk with their planning and delivery of distance learning.• Maths and Numeracy training to support FP staff to plan purposeful learning experiences through distance and blended learning.• Shared FP Blended Learning model and exemplar activities with SIAs and clusters of schools across the region to support transition and localised school closures.	<ul style="list-style-type: none">• Up-skilling FP practitioners and SLT on good FP pedagogy.• Increased knowledge and understanding of the need to provide a beneficial and high quality environment for pupils to return to school.• An increased understanding of the need to plan purposeful activities and provide step by step instructions/materials, to support parents and pupils with distance learning.	<p>33 sessions 50 hours 172 attendees</p>

Brief Overview

Guidance for GwE staff on KS2 blended learning guidance and exemplar models - content and school support

- A team of 6 Supporting Improvement Advisers collaborated to write blended learning exemplar plans supported by 5 other SIAs with Literacy, Numeracy and Digital specialties. Three different exemplar plans, were written with a guidance to parents accompanying each one. All 3 examples are in line with the pedagogical principles and 4 purposes of Curriculum for Wales and the guidance on curriculum planning
- A PowerPoint presentation accompanies the examples, providing guidance to the different blended learning models, considerations for effective implementation and digital guidance for teachers
- Information about the examples shared with every primary SIA through presentations in core and local meetings across the region. Guidance was also shared to prepare SIAs for sharing information with all regional primary schools as part of the Blended Learning workshops held in the final weeks of the summer term

Initial impact

The SIAs had clear guidance to help them share information with schools across the region to give clear and consistent messages to schools.

As a result:

- The region's primary schools are well informed about the exemplar materials and their content.
- Schools have a clear guidance on the different blended learning models. They also have practical guidance and ideas to help teachers plan for September and beyond
- Leaders and teachers have welcomed the materials noting that they will be very useful.
- Seeing and discussing the materials has reduced uncertainty among teachers, deepening their understanding of how blended learning could look in practice and has reduced teacher planning workload.

Time and attendees

- Material preparation 400 hours
- Meetings 5 hours
- 32 primary school SIAs

Brief Overview	Initial impact	Time and attendees
<p>PL for primary Distance Learning models and provision</p> <ul style="list-style-type: none"> • Further upskilling GwE staff and producing exemplar DL models - sharing of distance learning models developed by GwE primary team for FP N/R, FL1/2, Y3/4, Y5/6 • PL meetings with LAs (through BAS meetings) to ensure clarity and feedback on DL approaches. • Professional learning for head teachers – all SIAs held individual PL sessions by phone with all head teachers, follow up emails were sent containing all documentation and models, so that models were not sent out cold and misinterpreted – week of 20/04/20 • SIAs professional developed head teachers on an individual basis on how to use teams and how to work the models SIAs – follow up professional learning and sharing of best practice cluster meetings, bespoke professional learning to clusters 	<ul style="list-style-type: none"> • Team members more effectively equipped to support schools. • Consistency in messaging, guidance and support to schools. • High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required]. • Greater degree of consistency in adopted approaches across schools and within LAs • Upskilling of head teachers and teachers in skills and resources available and tools for distance learning • Improved collaboration across clusters • Improved distance learning provision for children • Improved standards of children’s engagement, wellbeing and skills 	<ul style="list-style-type: none"> • 330+ individual head teacher professional learning conversations <ul style="list-style-type: none"> 54 cluster meetings x2 (revisit) 1 primary team meeting 1 FTM – 30 mins 3 local area meetings x3 (revisit) 6 x heads stakeholder meetings 6 x BAS meetings • 240 hours

Brief Overview	Initial impact	Time and attendees
<p>Blended Learning Workshops for KS2</p> <p>The session was designed to develop an initial understanding of the basics of Blended Learning in order to prepare schools to provide effective provision for pupils.</p> <p>Individuals / schools were expected to:</p> <ul style="list-style-type: none">• Contribute to conversations and discussions following background reading about Blended Learning before the workshop• Watch a video about the basics of Blended Learning, discuss possible definitions and models• Identify what opportunities there are for schools in adapting their provision for September 2020 (specifically under the themes of Wellbeing, Pedagogy, CfW , Blended Learning and Feedback).• Consider how they might respond to any challenges of adapting for September 2020.• Consider what further support they will need for the successful delivery of Blended Learning and consider how cluster collaboration can assist in moving forward.	<ul style="list-style-type: none">• Improved understanding of the basics of Blended Learning. Motivate Head teachers and Teaching and Learning Leads to develop Blended Learning models in their schools• Teaching and Learning Leads upskilled and equipped to develop Blended Learning in their schools and be able to better support their teaching staff.• All cluster schools able to work with the SIA to identify what further support is required for effective delivery through Blended Learning so that these can be targeted in follow-up meetings.• Improvement in Head teachers and T&L Leads' digital skills through participation in an online workshop. Heads and Leads able to successfully discuss and engage with practical tasks in a digital manner.• Developing skills to digital collaboration amongst cluster schools - e.g., create a joint document to respond to current opportunities and challenges.	<p>54 sessions</p> <p>54 hours</p> <p>330 schools (with up to 2 reps per school attending)</p>

Teaching and Learning

Brief Overview	Initial impact	Time and attendees
<p>PL delivered to secondary team to effectively support schools with Distance Learning</p> <ul style="list-style-type: none">• In the initial lockdown period, a significant amount of time was invested in communicating with schools regarding their understanding of distance learning, leading to research into current national and international practice, in order to support schools effectively. This time included researching DL from the perspective of school leaders, teachers, pupils and parents.• Much time was spent then in creating a rationale for DL that recognised best practice, was realistic, yet aspirational for all learners.• The rationale led to discussion and creation of a number of structural and organisational approaches to DL for schools, ranging from fairly rigid plans that recognised a curricular need to consolidate learning and explore new ideas, to more fluid plans that encouraged thematic learning and flexibility and choice for parents and learners.	<ul style="list-style-type: none">• Up-skilling of secondary team members, through either direct involvement or subsequent sharing, of the fundamental principles of DL and its application in various school settings• Team members more effectively equipped to support schools, having a wide understanding of DL and knowledge of various approaches that could work within a school's individual context.• As a result, Head teachers and SLT members were more effectively equipped to support teachers within their own schools, in providing suitable leaning for pupils, and supporting parents.• Consistency in messaging, guidance and support to schools.• High quality models shared with all schools across region, through confident delivery by GWE staff, due to the investment of time in research and creating a rationale.• Schools developing their own Distance Learning strategy based on GwE Guidance.• Greater understanding by all schools of planning either a subject-based or a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver.• Empowered Headteachers and SMT to lead, develop and support staff in their schools.• High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required].	<ul style="list-style-type: none">• All staff in full GWE meeting when ideas shared and rationale explained• 6+ staff in Core team, and 13+ staff in secondary team meetings to share ideas and update staff in order for them to work productively in schools, informed with the necessary detail.• 6 GWE secondary staff worked on the DL research, rationale and modelling.• 350 hours

Teaching and Learning

Brief Overview	Initial impact	Time and attendees
<p>Professional learning delivered through secondary forums and networks and supplemented by webinars to raise awareness of the principles of effective Distance Learning and the considerations that could impact any planning.</p>	<ul style="list-style-type: none">• All regional secondary schools compliant with Welsh Government guidance and most schools adopted the GwE models and adapted practice to be in line with the guidance and models.• Greater understanding by all schools of the fundamentals of effective Distance Learning.• Greater understanding by all schools of planning a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver.• Greater degree of consistency in adopted approaches across schools and within LAs.• Good practice shared through the '10 Ways' document and the wider June teaching and learning guidance.	<ul style="list-style-type: none">• 12 sessions + SIA regular meetings and contact with Head teachers and SMT- 325 hours• 200 (Head teachers, SLT, Core Subject forums and teachers who attended webinars)• Additional bespoke support also delivered to individual schools as needed.

Brief Overview	Initial impact	Time and attendees
<p data-bbox="28 308 952 401">Professional learning on Blended Learning for Head teachers and SLT Learning Leads</p> <ul data-bbox="28 468 952 1382" style="list-style-type: none"><li data-bbox="28 468 952 729">• To develop an understanding of blended learning in order to prepare schools for providing effective provision for pupils To give an overview of the blended learning guidance developed by the GwE team<li data-bbox="28 739 952 832">• Focus on the key tasks for school leaders to undertake before the end of the summer term<li data-bbox="28 842 952 935">• Raise awareness of considerations that could impact any planning for the autumn term<li data-bbox="28 945 952 1086">• Focus on specific blended learning models including subject exemplars and KS3 multi-disciplinary models (Learning Together)<li data-bbox="28 1096 952 1238">• Support HTs and learning leads in using technology to deliver blended learning and maximise pupil engagement<li data-bbox="28 1248 952 1290">• Enable schools to share ideas and good practice<li data-bbox="28 1300 952 1382">• Use SIA links to provide bespoke support to schools	<ul data-bbox="952 308 2046 1358" style="list-style-type: none"><li data-bbox="952 308 2046 449">• High quality professional learning opportunities provided to schools including bespoke guidance as and when required<li data-bbox="952 459 2046 601">• HTs and SLT leads more effectively equipped to support their staff teams in planning and delivering blended learning<li data-bbox="952 611 2046 704">• Greater awareness and understanding of blended learning, the various models and how to plan for them<li data-bbox="952 714 2046 806">• Consistency in support, messaging and guidance to schools achieved<li data-bbox="952 816 2046 958">• Schools across the region responded well to the quality and usefulness of the GwE guidance and developed their strategies based on it<li data-bbox="952 968 2046 1158">• Guidance informed schools' decisions on professional learning requirements for the autumn term. Teaching and learning leads empowered to deliver inset on blended learning in their own schools.<li data-bbox="952 1168 2046 1260">• Teaching and learning groups provided opportunities for collaboration and the sharing of good practice<li data-bbox="952 1270 2046 1358">• Blended learning forms part of schools contingency planning for the autumn term	<ul data-bbox="2046 308 2514 725" style="list-style-type: none"><li data-bbox="2046 308 2514 512">• 12 HT meetings and 18 teaching and learning group meetings<li data-bbox="2046 522 2514 664">• 54 HTs and 62 teaching and learning leads<li data-bbox="2046 674 2514 725">• 65 hours

Brief Overview	Initial impact	Time and attendees
<p>Professional learning on Blended Learning delivered through secondary forums, teaching and learning groups and middle leader core subject networks.</p> <ul style="list-style-type: none">• Sharing GwE blended learning guidance including a summary of international research around effective models and the latest guidance on effective teaching and learning• Guidance on effective planning for blended learning• Use of digital tools to support blended learning• Sharing of subject specific exemplar materials for English, Welsh, Literature, science, maths and history to provide practical examples of the above	<ul style="list-style-type: none">• Senior and middle leaders in schools better able to plan for the opportunities and challenges of blended learning. Guidance very positively received.• Teachers supported at a practical level to plan and deliver blended learning. This has been used by schools and adapted to context.• Schools able to build on the experience of distance learning in areas such as the use of digital tools• Blended learning guidance used by schools to model effective teaching and learning• Consistency in messaging, guidance and support for schools across the region achieved	<ul style="list-style-type: none">• 46 sessions• 350 hours• 236 (54 HTs, 62 teaching and learning leads, 120 core subject middle leaders)

Brief Overview

Blended Learning secondary working group

- A central theme of the sessions was the researching and writing of the guidance to schools for the 'check in, catch up and prepare' period which started on 29 June. This was shared with schools on 16 June as the secondary teaching and learning section of the Dashboard
- The 29 June guidance included key principles to guide learning in this period, supporting health and wellbeing, blending in-school and distance learning, the implications for curriculum, timetable and classroom practice and guidance on learning fitness
- The 29 June guidance also signposted other materials developed and included on the Dashboard. These materials were on feedback and assessment, models of blended learning, 10 ways to develop distance learning, health and wellbeing, transition and the recovery curriculum
- A second central theme of the sessions was the researching and writing of the GwE blended learning guidance to support schools with their planning and preparations for September. This was shared with schools on 30 June. An updated version was shared on 6 July
- The blended learning guidance included definitions of the key terms, common principles, key summer term tasks, whole school planning for blended learning, models of blended learning, subject planning, exemplar materials for six subjects and a review of the digital tools available to support the delivery of blended learning.
- The guidance was shared and explained in detail to HTs, teaching and learning leads and core subject leaders across the region by GwE core and core subject leads
- Support materials shared with schools also included webinars in English and Welsh to further explain the guidance
- Led by MH, GwE collaborated with the other regional consortia and Estyn to devise a national blended learning guidance document

Initial impact

- Dashboard approach provided schools with a one stop shop for the full range of guidance on reopening.
- Schools were given ready access to the latest research and support materials in the key health and wellbeing and learning fitness aspects of provision and were better able to support pupils as they returned
- The guidance supported schools in planning their curriculum and in ensuring effective classroom practice in the context of social distancing
- Collaboration between and within schools was improved by providing a common framework and definitions as the basis of planning. Good practice was developed and shared at the various forums.
- The key considerations approach supported effective whole school and departmental planning for blended learning and provided access to the latest research
- The practical, exemplar subject materials in English, Welsh, literature, science, maths and history were used to plan autumn term provision. The format was accessible and could be used by all subject teams
- The guidance was recognised to include best teaching and learning practice and is being used on an ongoing basis to inform professional learning in schools

Time and attendees

- 18 sessions
- 36 hours plus preparation time
- 6 SIAs

Brief Overview	Initial impact	Time and attendees
<p data-bbox="91 432 919 525">Upskilling GwE SIAs to support with KS3 <i>Learning Together Materials</i></p> <ul data-bbox="91 539 919 1035" style="list-style-type: none"><li data-bbox="91 539 919 682">• PL of team creating materials - research undertaken into effective distance and then blended learning models<li data-bbox="91 696 919 882">• Presentation to Secondary SIA's on the journey taken and the principles behind the creation of the first '<i>Learning Together</i>' unit<li data-bbox="91 896 919 1035">• 2 x updates for Core Leads on the developments of the '<i>Learning Together</i>' materials	<ul data-bbox="919 432 1768 775" style="list-style-type: none"><li data-bbox="919 432 1768 575">• Provide SIA's with information about the '<i>Learning Together</i>' materials in order to support schools effectively and consistently<li data-bbox="919 589 1768 775">• Provide Core Leads with up to date information on the materials in order to be relayed to all Head Teachers across the region	<ul data-bbox="1768 432 2491 525" style="list-style-type: none"><li data-bbox="1768 432 2491 475">• 3 sessions<li data-bbox="1768 489 2491 525">• 25 attendees

Brief Overview	Initial impact	Time and attendees
<p>KS3 Learning Together Materials</p> <ul style="list-style-type: none">• PL of team creating materials - research undertaken into effective distance and then blended learning models)• Initial Power Point presentation prepared for Core Leads to present '<i>Learning Together</i>' materials to Head Teachers across all counties• Further discussions and more in-depth presentations to Head Teachers on how '<i>Learning Together</i>' materials support distance/blended learning at KS3• Detailed presentation on the '<i>Learning Together</i>' materials to Teaching & Learning Leads• Meetings with subject leads to discuss possible use for materials• Follow on meetings and discussions with individual schools to discuss implementation of the '<i>Learning Together</i>' materials	<ul style="list-style-type: none">• Consistent guidance and support to schools across all counties• Raise awareness and understanding of schools to the exemplar integrated learning units to support blended learning at KS3• High quality professional learning opportunities delivered to individual schools• Meetings of Teaching and Learning Leads provided opportunity for collaboration and sharing of good practice• Empowered Teaching and Learning leads to lead and support staff in their schools• A few schools make use of an exemplar unit as a basis for providing learning experiences during pre 29th June phase• Some schools make use of exemplar units as a basis for learning experiences during post 29th June phase	<ul style="list-style-type: none">• 22 sessions plus individual school support• 500 hours creating materials• 105 hours delivery• 108 attendees

Brief Overview	Initial impact	Time and attendees
<p data-bbox="183 297 914 389">English subject network for Heads of English and English Teachers</p> <ul data-bbox="183 458 914 1305" style="list-style-type: none"><li data-bbox="183 458 914 596">• Principles of effective distance learning methods shared and discussed<li data-bbox="183 611 914 749">• Practical training on the use of various digital tools to improve engagement and quality of learning<li data-bbox="183 763 914 902">• Principles of effective blended learning model shared and each aspect explored in detail<li data-bbox="183 916 914 1055">• Research around retrieval practice and connecting learning shared<li data-bbox="183 1069 914 1208">• Curriculum planning and the importance of mapping knowledge as well as skills in English<li data-bbox="183 1222 914 1305">• Exemplar curriculum planning documentation shared and strengths discussed	<ul data-bbox="935 297 1686 1043" style="list-style-type: none"><li data-bbox="935 297 1686 435">• Improvement in skills and expertise of teachers when using digital tools available on Hwb<li data-bbox="935 449 1686 492">• Improved provision for learners<li data-bbox="935 506 1686 645">• Increased understanding of the features of effective blended learning and practical strategies<li data-bbox="935 659 1686 841">• Greater understanding of the importance of curriculum planning and the impact this has on classroom teachers<li data-bbox="935 855 1686 1043">• Greater understanding of the need to plan knowledge to be taught, as well as skills, in order to improve performance in English	<ul data-bbox="1707 297 2127 444" style="list-style-type: none"><li data-bbox="1707 297 2127 339">• 18 session (3 per LA)<li data-bbox="1707 354 2127 396">• 28 hours<li data-bbox="1707 411 2127 444">• 110 attendees

Brief Overview	Initial impact	Time and attendees
<p>Global Futures network and support through Google Classroom</p> <ul style="list-style-type: none">• Research useful and effective digital tools or websites to facilitate remote language learning.• Compile and share resources easy to use for remote learning (digital or not).• Watch and share the most useful webinars on digital tools and pedagogical advice for remote learning.• All secondary and pilot primary schools were contacted via email to inform about any developments and to offer support if needed.	<ul style="list-style-type: none">• Primary teachers felt supported and were, as a result, able to set appropriate and quality work.• Secondary teachers who needed support could rely on the network and access upskilling training as and when they felt it necessary.• Good practice modelled and shared.	<ul style="list-style-type: none">• 70 hours• Available to all Modern Foreign Language Heads of Department and teachers

Brief Overview	Initial impact	Time and attendees
<p>Post 16 networks Network forums have focussed on:</p> <ul style="list-style-type: none">• Supporting schools in putting in place effective strategies for transition into Year 12 in a distance learning environment• Supporting schools in preparing Year 13 for transition to university• Sharing materials and effective booklets to support Year 11 transition• Sharing ideas around effective distance learning work with Year 12• Disseminating and looking at implications of national ‘How to approach’ results’ days. Sharing ideas and approaches <p>A session for schools in the VESPA project – led by the VESPA team. Reviewing progress so far and planning interventions for next year – 10 schools attended)</p> <p>Discrete session for national post-16 leadership delegates – ‘catch up’ session - held on a cross-consortia basis. Topic – impact of pandemic on practice in schools post-16.</p>	<ul style="list-style-type: none">• Feedback on transition material has been very good. Schools have used them with Year 11 students and also used them to augment existing provision in some cases (response across Wales has been good)• Colleagues have commented on how helpful they have found heads of 6 network meetings –particularly at this time• VESPA review – all schools have found the programme useful and plan to implement it further next year	<ul style="list-style-type: none">• 8 sessions• 10 hours• 40+ attendees

Brief Overview	Initial impact	Time and attendees
<p>Curriculum for Wales</p> <ul style="list-style-type: none">• Provided access to CFW national resources as requested and approached by schools.• Shared overview of regional workshops previously delivered prior to lockdown through G6 resource base to include summary of CFW principles, information on the structure of the new curriculum, Professional Learning and support available from GwE.	<ul style="list-style-type: none">• Those individuals who wanted to access resources were able to do this at their discretion to engage in further reading, develop a deeper understanding of the CFW principles and in particular familiarise with Health and Wellbeing AoLE• GwE able to provide equity of access to resources and consistent messaging	<ul style="list-style-type: none">• In line with regional and national agreement, no formal sessions offered however SIAs able to respond to sharing information as requested from schools/clusters during regular link sessions

Brief Overview	Initial impact	Time and attendees
<p>Guidance on assessment and feedback</p> <ul style="list-style-type: none">• Develop and share guidance and principles based on current. Research.• Upskill staff on use so that they can effectively support schools.	<ul style="list-style-type: none">• All SIAs have resources and relevant information to effectively support schools• Clear guidance and consistency of message and support offered to all schools across the region.• Guidance shared will all consortia across Wales.	<p>Full GwE team meeting attended by all SIAs.</p> <p>SIAs in regular contact to offer advice to all 413 schools and clusters</p>

Teaching and Learning

Brief Overview	Initial impact	Time and attendees
<p>Accelerated skills workshops to develop guidance for schools</p> <p>The identification of effective teaching strategies is an important feature of schools' blended learning plans. However, during the period of school closure, it is likely that many learners will require additional support—in the form of high quality, structured, targeted interventions—to accelerate their learning.</p> <p>Through a review of the available research literature, together with research undertaken with GwE schools, this guide aims to help schools identify the most effective teaching strategies and online programmes that could help schools improve the following core skills:</p> <ul style="list-style-type: none"> • Basic reading and reading fluency • Reading comprehension and vocabulary skills • Basic numeracy and numeracy fluency skills <p>Some of the strategies and support materials in this guidance have been specifically designed to be used in school and by parents at home to support their child's learning.</p>	<ul style="list-style-type: none"> • GwE officers gained an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools. • GwE officers benefited from several meetings with research students to learn how to undertake a rapid review of the evidence base for literacy, numeracy and well-being programmes. • GwE staff learned about key aspects of effective instruction, and worked with external authors to design bespoke Welsh medium materials • GwE staff learned about key aspects of effective instruction as well as precision teaching and direct instruction strategies • GwE staff learned about key aspects of effective instruction for synchronous and asynchronous provision. 	<ul style="list-style-type: none"> • 5 GwE officers • 4 Bangor University research staff • 2 Bangor University research students • 1 Denbighshire teacher • 15 sessions • 30 hours • Many of the resources and strategies in this proposal stem from recent collaborative research projects undertaken by CIEREI, Bangor University, with GwE schools.

Brief Overview	Initial impact	Time and attendees
<p>Accelerated skills workshops for all primary, special and secondary schools</p> <p>The main features of the new <i>Accelerated Learning</i> resources to be shared through workshops are:</p> <ul style="list-style-type: none">• Worked examples of effective literacy and numeracy teaching strategies using the EEF planning framework (from Foundation Phase to key stage 2)• A systematic search of the evidence for commonly used targeted approaches for improving literacy skills• A systematic search of the evidence for commonly used targeted approaches for improving numeracy skills• A systematic search of the evidence for commonly used targeted approaches for improving behaviour and well-being• An evidence review for online teaching programmes• Projects to help schools and parents/carers rebuild pupils' literacy and numeracy skills in English and Welsh from Foundation Phase to key stage 3.	<ul style="list-style-type: none">• School leaders and teachers will gain an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools• School leaders will gain an understanding of the key features of effective literacy, numeracy and well-being programmes, and the primary and secondary inclusion criteria that should be used to judge whether to adopt a particular programme• Schools will have access to a suite of school and parental teaching materials that will be available in both languages by September 2020.• Parents engaging and supporting their learners to improve basic skills.	<ul style="list-style-type: none">• Up to 55 cluster training events and termly LA implementation support sessions thereafter• All GwE clusters invited• Parental support materials also available• Time allocated TBC

Brief Overview	Initial impact	Time and attendees
<p>Return to School Trauma Informed Schools PL A whole School approach session facilitated by Dr Coral Harper, Trauma Informed Schools on strategies to consider when learners return to schools in relation to impact of pandemic & school ethos / key principles and models within teaching and learning. Session funded by Local Authority targeting all schools across the authority, but with focus on schools/settings who have already done the 1 day professional learning via GwE and the LAC PDG funds. Also targeted settings with high numbers of learners who are looked after. LA - Gwynedd / Anglesey/Denbighshire and Conwy had the 3 hour session via ZOOM. GwE SIA's also had the opportunity to attend and the regional PRU/LACE group.</p>	<ul style="list-style-type: none">• Stronger communication strategies in place to inform LACE coordinators, LA staff / school staff and wider stakeholders of the processes for accessing funding that is linked to evidence based research and practises.• Increase in the number of schools /settings who are trauma informed/ACE aware. This will impact on teaching staff being more confident in dealing with learners and identifying suitable support and provision and more schools who have an inclusive approach in relation to the teaching and learning with focus on the blended learning.• More settings confident in using a range of Impact and evaluation measures in regards to vulnerable learners.	<ul style="list-style-type: none">• 1308 attendees• 12 hour delivery for Trauma Informed Schools• Support for individual organisations (6 hours)

Brief Overview	Initial impact	Time and attendees
<p>Regional LACE PDG Group</p> <p>The group had fortnightly meetings with focus on sharing key approaches / research for supporting children who are looked after across the schools of the region. Information available on each LA's shared drive and on the Regional Dashboard. In 1 of the meetings, PL was delivered by Fostering Network on the wellbeing masterclasses. In addition a session on the effective use of the LAC PDG was delivered to the team to share key information on PDG for 2020/21 across the schools and LA.</p>	<ul style="list-style-type: none">• Consistency in key approaches / research for supporting children who are looked after across the region.• Raised awareness of issues regarding wellbeing.• Sharing of good practice / masterclasses.	<ul style="list-style-type: none">• 18 attendees• 12 hours

Brief Overview	Initial impact	Time and attendees
<p>Regional ALN/Inclusion Team</p> <p>The group is facilitated by the LA and meet fortnightly, the focus of the collaboration with GwE was to identify the key challenges in regards to return to school and impact on key groups of learners. A range of key documents have been developed in addition to some information sessions on the regional dashboard / update on the GwE distance learning and blended learning models and a session on the PDG for LAC for 2020/21.</p>	<ul style="list-style-type: none">• Consistence of messaging and support to schools.• Raised awareness of issues and shared good practice	<ul style="list-style-type: none">• 6 attendees• 6 hours

Brief Overview	Initial impact	Time and attendees
<p>LAC PDG</p> <p>Sharing of information delivery session on the universal and targeted support with PDG FSM and PDG for LAC</p>	<ul style="list-style-type: none">• Consistency in support for schools and raised awareness of issues and shared good practice.	<ul style="list-style-type: none">• 18 attendees• 6 hours

Brief Overview	Initial impact	Time and attendees
<p>Universal Wellbeing & Learner Support dashboard</p> <p>A range of guidance / professional learning directory has been developed and shared with all schools / settings across the region. This was communicated via the cluster approach and core leads meetings with LA. A clear overview was produced for Core Leads / SIA's in regards to this element on the dashboard. This information will be captured by Core Leads time.</p>	<ul style="list-style-type: none">• Clear guidance shared with school.• Consistent approach to ensure SIA's are aware of the key strategies to support schools in regards to wellbeing models and learning offer.• Effective co-ordination and collaboration with LA key staff in regards to developing the Learner Support and Wellbeing dashboard for schools.	<ul style="list-style-type: none">• Information captured within SIA work programme.• Guidance shared with all 53 primary clusters and secondary head teacher forums.• Bespoke support provided to individual school through SIAs.• Approach communicated with LA through weekly local quality boards.

Brief Overview	Initial impact	Time and attendees
<p>Learner Engagement (Key Themes) 7 key themed digital sessions (webinars / screencastify) have been produced for schools and settings across the region in regards to sharing effective practise on learner's engagement in regards to the distance learning and approaches taken by schools during school lockdown. 6 can be accessed through our Wellbeing Section and available to all settings and key partners</p>	<ul style="list-style-type: none">• Sharing of effective practice on learner's engagement in regards to the distance learning and approaches taken by schools during lockdown.• Increase in learner engagement following initial period of lockdown.	<ul style="list-style-type: none">• 50 hours for overall production.• Available to all staff across 413 schools and key partners.• Regular SIA contact will all schools/cluster with focus on improving learner engagement and sharing good practice.

Brief Overview	Initial impact	Time and attendees
<p>Engagement with Learners and Parents</p> <ul style="list-style-type: none">• Work collaboratively with schools to complete a series of questions in regards to engagement of learners.• Develop a regional overview of current practice in regards to how learners are accessing distance learning and engaging.• Identify effective practice to inform and support regional guidance and models going forward• Identify key barriers and how to support schools in collaboration with Local Authority and partners	<ul style="list-style-type: none">• This work has resulted in a valuable overview of the regional picture of how schools are engaging with learners.• The report fed into a national report which has been used to share the best practice nationally.• The content of the report has been used to build on the effective and successful practice identified from across the region and also to develop and provide support to schools regarding key areas that need strengthening.• A bank of webinars showcasing the best practice is to be made available to schools.	<ul style="list-style-type: none">• Sessions with whole GwE team x3• All SIAs held discussions with cluster x 53 involving all 413 schools• One SIA collated each LA's information x 6• Sessions with team who pulled the work together x 3• 60 hours

Brief Overview	Initial impact	Time and attendees
<p>Bespoke School / Cluster Support</p> <p>Individual support has been delivered to specific schools as required in regards to whole school wellbeing strategies /wellbeing measures such as PASS / Boxall /individual guidance on good practise models and effective use of the PDG to support children who are looked after with the LAC PDG.</p>	<ul style="list-style-type: none">• Raised awareness of whole school wellbeing strategies /wellbeing measures such as PASS / Boxall.• Sharing of individual guidance on good practice and effective use of PDG / LAC PDG.• Strengthened cluster collaboration in regard to the LAC PDG.	<ul style="list-style-type: none">• 14 sessions• 26 attendees• 18 hours

Brief Overview	Initial impact	Time and attendees
<p>Primary Core Lead Meetings have been held regularly to agree upon the professional learning focus for local area meetings. The objective was to ensure SIA capabilities, knowledge and skills were promptly updated and enhanced in order to deliver what schools required.</p> <p>Professional learning for SIAs has included:</p> <ul style="list-style-type: none"> • <i>How to develop a cluster approach to professional learning for schools</i> • <i>How to develop distance learning across clusters and in schools</i> • <i>How to support and develop the return to school, including risk assessments</i> • <i>How to develop blended learning across clusters</i> • Individual SIAs have been further supported by Core Lead and by SIAs who have identified areas of expertise. 	<ul style="list-style-type: none"> • Team members were effectively upskilled with knowledge and skills to support schools e.g. IT skills. SIAs were also equipped with consistent answers and responses to questions raised by schools. • SIAs had a shared understanding of WG strategies and National guidance. As a result, consistent messaging, guidance and support to schools was pertinent to schools across the region. • High quality professional learning opportunities were provided to all schools (including bespoke guidance when and where required). • Greater consistency in adopted approaches within local authorities and across the region. . • Improved collaborative working in Local Area Primary Team Meetings, including sharing of identified SIA expertise. • Improved consistency and collaboration across the full primary team. • SIAs encouraged resilience in schools, facilitating schools to plan for more than one scenario in order to be better prepared. 	<ul style="list-style-type: none"> • 1 Full Primary Team Meeting • 12 Local Area Primary Team Meetings held in each area (36 meetings in total). • 39 hours • 35 SIAs attended

Brief Overview	Initial impact	Time and attendees
<p>Briefing sessions to upskill head teachers on various aspects of support available to school during pandemic including:</p> <ul style="list-style-type: none">• Distance Learning - Sharing of information, delivery processes and resources. Bespoke sessions with some clusters.• Blended Learning - Sharing of information, processes models and exemplar materials. Bespoke and individualised sessions with some clusters.• Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.• Sharing of research findings and good practice models.• Sharing of information to ensure consistent approach for supporting schools across the region.• Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.• Digital Learning – sharing of digital tools and training on the effective use of the tools to support distant and blended learning	<ul style="list-style-type: none">• All head teachers informed and updated on the support available to schools.• Consistency in messaging across the region, guidance and support to schools.• Head teachers aware and informed on the professional learning opportunities available to schools [including bespoke guidance when and where required].• Improved use of digital tools to engage with pupils and their learning.	<ul style="list-style-type: none">• 60 sessions across the 6 LAs• 119 hours• Primary head teachers and cluster chairs

Brief Overview	Initial impact	Time and attendees
<p>PL for GwE team to support schools with re-opening of schools including:</p> <p>Guidance on regional framework/dashboard jointly developed by LA and GwE Officers to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none">• Health and safety requirements• Site and facilities arrangements• Transport• Staffing arrangements• Blended teaching and learning• Inclusion and pupil support• Key management tasks <p>PL offered to all GwE staff so that they are upskilled to provide school/cluster training and clusters and follow up bespoke support.</p>	<ul style="list-style-type: none">• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to reopen schools• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown• All GwE staff upskilled and confident to provide training and bespoke support for schools/clusters	<ul style="list-style-type: none">• 12 sessions• 6hours• 60 attendees• SIAs upskilled to support all schools and clusters in bespoke sessions.

Brief Overview	Initial impact	Time and attendees
<p>PL for re-opening of schools including:</p> <p>Joint guidance and support provided by LA and GwE Officers through regional framework/dashboard to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none">• Health and safety requirements• Site and facilities arrangements• Transport• Staffing arrangements• Blended teaching and learning• Inclusion and pupil support• Key management tasks <p>This included a comprehensive modelled risk assessment in order to create a safe environment to welcome the children back into schools.</p> <p>Formal training sessions/workshops and bespoke support offered to all regional schools/clusters.</p>	<ul style="list-style-type: none">• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome learners back into schools• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown• Head teachers' response has been positive with appreciation of the support and guidance available• Head teachers, Core Leads and LA representatives shared views and concerns, learning from best practice	<ul style="list-style-type: none">• All 413 regional secondary, primary, special school and PRU Heads• Secondary 30 sessions• 53 Primary Clusters delivered jointly with LA Officers x 2 meetings• 272 hours• Follow up bespoke support by SIAs/LA Officers to individual schools and clusters

Brief Overview	Initial impact	Time and attendees
<p>Up-skilling of Local Authority Education members on various aspects related to effective support provided to schools/clusters:</p> <ul style="list-style-type: none">• Distance Learning - Sharing of information, delivery processes and resources.• Blended Learning - Sharing of information, processes models and exemplar materials.• Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.• Sharing of research findings and good practice models.• Sharing of information to ensure consistent approach for supporting schools across the region.• Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.	<ul style="list-style-type: none">• Local authority members informed and updated on the support for schools.• Consistency in messaging across the region, guidance and support to schools.• Local authority members informed on the professional learning opportunities delivered to schools [including bespoke guidance when and where required].	<ul style="list-style-type: none">• 35 sessions across the 6 LAs• 52 hours• 210+ attendees (6 per session with some additional members depending on agenda)

Teaching Assistants

Brief Overview	Initial impact	Time and attendees
<p>Professional learning platform developed and shared with schools. Google Classroom containing several PL activities for the following aspects:</p> <ul style="list-style-type: none">• EWC Professional Passport• Learning Pathway for Teaching Assistants• HLTA• Essential Skills• Professional Standards• Curriculum for Wales• Schools as Learning Organisations• Hwb• Teaching and Learning• ALN• Autistic Spectrum Disorders• Children’s rights• Safeguarding• Inspirational speakers• Information sources	<ul style="list-style-type: none">• Over 1,700 TAs accessing professional learning activities during the COVID-19 period• Positive feedback and evaluations from regional TAs• Many TAs have taken advantage of the lockdown period to update certificates, e.g. food hygiene• Many TAs have indicated an increased knowledge, understanding and skill set to help them in their daily work in supporting learners• Many indicated an increase in their digital skills and application• Increased interest in HLTA development programme	<p>Over 1,700 teaching assistants have joined the classroom and undertaken professional learning activities</p>

Teaching Assistants

Brief Overview	Initial impact	Time and attendees
<p>Prepare and develop national programme to support prospective HLTAs</p> <p>Series of national meetings/workshops for whole group and sub-groups for programme design and development.</p>	<ul style="list-style-type: none">• Programme delivery materials available for consortium to use regionally (power points / training materials) available and ready.• Candidate handbook, Assessors Handbook and Facilitator Handbook either completed or being produced.• Assessment process and criteria under development	<ul style="list-style-type: none">• 171 hours (meeting and preparation/development of national materials)

Brief Overview	Initial impact	Time and attendees
<p>Support for Foundation Phase practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p>	<ul style="list-style-type: none">• Raised awareness among teachers, SLT and SIAs of the FP Welsh medium resources available on 'Google classroom' to support learning. FP teachers use them when searching for resources and ideas as part of their planning for distance learning.• Teachers plan and prepare step by step, bilingual instructions with voice overs so that pupils hear the Welsh language, listen and follow instructions.	<ul style="list-style-type: none">• 11 sessions• 13 hours• 140 attendees

Brief Overview	Initial impact	Time and attendees
<p>Support for Key Stage 2 practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p>	<ul style="list-style-type: none">• 10 resources to fire the imagination and five different activities within each resource that support KS 2 and 3 Welsh first language learners' literacy skills. Available for all Welsh medium schools.• Guidance available for parents to support their children.• Modelling effective ways of presenting tasks to learners. Talking frames available for schools to promote Welsh oracy skills.	<ul style="list-style-type: none">• Resources and guidance shared with all Welsh-medium schools in the region

Brief Overview	Initial impact	Time and attendees
<p>Preparation of 'Google Classroom' distance learning materials for KS3 and KS4.</p> <p>GwE teachers were informed of the resource via direct emails to schools, the GwE Bulletin and GwE's Welsh Language Newsletter. Teachers were regularly updated by email about the content of the classroom and guidance on the resources was given in network meetings.</p>	<ul style="list-style-type: none">• Ensuring teachers have access to the best resources for promoting distance learning and blended learning in their departments• Ensuring opportunities for pupils to hear and see Welsh and to speak Welsh• Modelling good practice, in respect of distance learning and blended learning, to head teachers, heads of department and teachers• Sharing digital copies of reading texts, with publishers' permission, in order to give learners opportunities to read in Welsh.• Digital guidance and training for teachers on how to use Hwb software, such as Google Classroom, Screencastify, Adobe Spark, Flipgrid and webinars for their professional development.	<ul style="list-style-type: none">• 134 members in the KS3 class• 116 members in the KS4 class

Brief Overview	Initial impact	Time and attendees
<p>Meetings of the Welsh Language Network to present the KS3 and KS4 Blended Learning Models 'Ein Byd' (<i>'Our World'</i>).</p> <ul style="list-style-type: none">Professional learning sessions were held in digital network meetings for heads of Welsh language departments via Teams. In the meetings, attention was given to the different platforms available for Welsh language teachers to access materials that have been modified for distance learning and blended learning:<ul style="list-style-type: none">➤ The two Google Classrooms➤ The 'GwE Welsh Language' network in Hwb➤ 'Y Pair' in Hwb.Time was also allocated at the meeting to explain the Blended Learning Model created on the 'Our World' topic for Y.5-9 learners, for Y.9 learners transferring to Y.10 and for Y.10 learners. The main principles and research behind these models were explained and the research was shared with the middle leaders. The model was also presented and its versatility explained – it could be used as a complete work scheme from September onwards (with sufficient tasks for half a term) or the tasks could be used individually.	<ul style="list-style-type: none">The materials give middle leaders guidance on the best practice for distance learning/ blended learning by using primary and secondary sources (see below)Middle leaders will be more confident returning to their departments to lead on effective blended learningThe Models are ready to go and accessible and can be used with learners from September onwards. Everyone appreciated this – it offered a clear model in a period of uncertainty.	<ul style="list-style-type: none">3 sessions3 hours26 attendees

Brief Overview	Initial impact	Time and attendees
<p>Y GIST – Secondary Teachers’ Welsh as a Second Language Network on HWB</p> <p>The following were provided:</p> <ul style="list-style-type: none">• Useful advice and guidance• Digital Help and Guidance• Blended Learning Models:• Various challenges• Writing forms• Language resources• Literature resources• Skills development/language patterns/opinion• Newsletters• KS4 Work Packs• Google Classroom materials for KS3 and 4	<ul style="list-style-type: none">• Resources and guidance provided for heads of department and practitioners.• Improved teachers’ confidence to share good practice, show curiosity, engage interest and broaden horizons by suggesting alternative / cross-curricular topics to promote and learn Welsh.	<ul style="list-style-type: none">• Guidance and resources shared with all secondary schools that provide Welsh Second Language

Brief Overview	Initial impact	Time and attendees
<p>Welsh Language Advisers' Improvement Support Network (secondary) – the four consortia's response to Welsh Government's D9 objective.</p> <p>The purpose of the collaboration was to create and share appropriate distance learning resources in Welsh to be shared with teachers of Welsh-medium and bilingual schools. Another purpose was to ensure accessibility to those materials for non-Welsh speaking parents supporting their children at home – this was done by providing a bilingual explanation of the tasks and/or translating the resource as required.</p> <p>Representatives from Estyn, WJEC, Welsh Government, Yr Academi and leaders of the Welsh Language Plan were also involved and were very supportive of the work done.</p> <p>From the start, it was decided to invite teachers (4 from GwE) to be part of the national collaboration and they were split into two groups – KS3 Resource Team and KS4 Resource Team.</p>	<ul style="list-style-type: none">• Effective collaboration at national level to support and develop middle leaders and teachers to share good practice when promoting Welsh in their schools – among learners and non-Welsh speaking parents• It was a valuable professional development for the teachers involved in the working groups as they had the opportunity to share their distance learning experiences and share successful materials with each other• The principles of distance learning and blended learning were explored in the working groups and formed the basis of the models for Welsh produced by GwE's Welsh language advisers• Emphasis was placed on listening, watching and discussing in Welsh as there was grave concern that there were no opportunities for Welsh learners to hear and speak Welsh because of school closures• It was decided to start a new national network on Hwb so that Welsh teachers can easily share their distance and blended learning materials	<ul style="list-style-type: none">• 40 sessions• 45 hours• 29 attendees

Brief Overview	Initial impact	Time and attendees
<p><i>Y Pair</i> – a national network within Hwb to share Welsh language distance learning / blended learning materials</p> <p>Establishing '<i>Y Pair</i>' during lockdown, attention was given to teaching methods that work best in distance learning. We also looked at the findings of the international report on distance learning and the findings of the Parentkind report. The messages and principles of this research underpin all the resources in '<i>Y Pair</i>'.</p>	<ul style="list-style-type: none">• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story).	<ul style="list-style-type: none">• 168 members• Around half of GwE's Welsh departments have shared their most successful distance learning materials.

Brief Overview	Initial impact	Time and attendees
<p>GwE Welsh Language Newsletters</p> <p>It was decided to collate the Welsh language materials relevant to the distance learning and blended learning period. The newsletters were bilingual. They were shared via bilingual emails to secondary head teachers and also via direct emails to heads of Welsh language departments in GwE schools. The newsletters were also shared in the two Google classrooms and in GwE bulletins. They were also shared trans-regionally with Welsh language advisers in the other consortia to support their work.</p> <p>The newsletters had specific themes that were decided as a result of listening to teachers' voice e.g. Distance learning, Reading, Digital, National Welsh Language Resources on Hwb. They offered professional learning for teachers using them, as they explain best practice in relation to distance learning / blended learning and enrich their ideas by setting contemporary and relevant work for learners. The digital newsletter was also a way of offering teachers opportunities to improve their digital skills and to improve their engagement with learners e.g, by recording videos on Screencastify or by using Adobe Spark.</p>	<ul style="list-style-type: none">• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story).	<ul style="list-style-type: none">• 14• 14 hours• 6 SIAs• Newsletter shared with 413 GwE schools and 53 Welsh language leaders in each cluster

Brief Overview	Initial impact	Time and attendees
<p>CA2 and CA3 Transition</p> <p>Introduction of a Journal model that could facilitate KS2/3 transition and a model that could be adapted and tailored for KS3 including reading and writing tasks to adapt to learners' needs. It includes long-term activities that can be developed in a blended approach covering distance learning and face-to-face learning. A pack was presented before the two sessions which highlighted the principles / guidance for teachers/pupils and exemplar tasks. The pack is available in English for non-Welsh speaking parents.</p> <p>Discussions were held on the following:</p> <ul style="list-style-type: none">• How the model promotes Well-being, Pedagogy, Blended Learning and CfW.• How the mode offers opportunities to nurture and stimulate writers, stretching more able and talented pupils and supporting the more vulnerable pupils	<ul style="list-style-type: none">• A model o good practice for transition shared with schools.• Clear guidance shared on how to adapt the model so that schools can take ownership of the resource and develop further examples.• The model has been piloted and evaluated.	<ul style="list-style-type: none">• 2 sessions• 2 hours• 20 attendees

Brief Overview	Initial impact	Time and attendees
<p>The <i>Gwfeillio</i> scheme</p> <p>A scheme to support speaking Welsh through live streaming sessions</p> <p>Presentations were given on:</p> <ul style="list-style-type: none">• background/ aims of the scheme• safeguarding guidance and arrangements /• examples of models/pilot schemes• support pack/• guide for parents. <p>A question and answer session was held by the Language Charter Coordinator following piloting and modelling of the scheme in Gwynedd.</p> <p>It is intended to present the scheme to schools in the autumn term.</p>	<p>Ensure an understanding of the scheme's essentials and how it could:</p> <ul style="list-style-type: none">• offer rich provision for pupils from non-Welsh speaking homes as they practice their oral skills and close the deprivation gap in terms of linguistic opportunities• ensure pioneering opportunities for digital interaction• promote late immersion• promote the Language Charter• provide opportunities for pupils to talk to other pupils in new communities - transition key stages / within a school, cluster and across county and regional• influence the use of language and establish the 'habit' of speaking Welsh	<ul style="list-style-type: none">• 30 representatives of the national D9 Group <p>To be developed further with the region's schools</p>

Early Professional Learning Pathways

Brief Overview	Initial impact	Time and attendees
<p>ITE</p> <ul style="list-style-type: none">Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM 28/04/20. Individual queries and support provided following thisProfessional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 23 GwE staffProfessional learning planning meetings for joint Doc Ed and Masters	<ul style="list-style-type: none">Team members more effectively equipped to support schools in their ITE needs.Consistency in messaging, guidance and support to schools.Professional Ed Doc and Masters programmes for school, GwE and LA staff, including improved closer to practice research	<p>Full Team Meeting All SIAs</p>

Early Professional Learning Pathways

Brief Overview	Initial impact	Time and attendees
<ul style="list-style-type: none"> • During lockdown, meetings were attended for both OU and CaBan where professional learning for schools (including student teachers and mentors) was planned for 2020-21 • Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM • Follow up professional learning for LA and school staff through BAS update 26/05/20 • Individual professional learning for schools on how OU programme will run and how they could get involved in the partnership, through phone calls • Prior to lockdown, meetings were attended for both OU and CaBan where professional learning was planned for schools, some of which was delivered, during lockdown, by the universities, for example, since lockdown, OU has delivered training to school staff on mentoring and tutoring, based on professional learning materials which were contributed to prior to lockdown • Professional learning document produced for schools on how to develop a timetable for students in OU schools • Professional learning for graduating CaBan students on induction process provided by IGJ Professional learning contribution made by attendance in CaBan staff development days • Contribution to development of professional learning materials for CaBan programmes with CaBan staff – blended learning • Professional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 24 GwE staff • Professional learning planning meetings for joint Doc Ed and Masters 	<ul style="list-style-type: none"> • Consistency in messaging, guidance and support to schools. • Improved collaboration between GwE and universities • Improved professional learning opportunities for students and mentors • Improved university programmes – closer to practice in schools, for example, blended learning • Professional Ed Doc and Masters programmes for school, GwE and LA staff • Planned joint webinars for schools 	<ul style="list-style-type: none"> • 1 Full Team Meeting • 6 BAS meetings • 1 delivery to students • 6 university meetings • 12 x meetings with individual schools • 10 hours

Early Professional Learning Pathways

Brief Overview	Initial impact	Time and attendees
<p>Support for NQTs through initial online training:</p> <ul style="list-style-type: none">• Statutory Induction Arrangements for Newly Qualified Teachers, Induction Mentors and External Verifiers• Roles and responsibilities• Professional Standards for Teaching and Leadership• The induction profile / PLEs• Information regarding the LA / Authoritative Body / Consortium• “Induction for Newly Qualified Teachers”- EWC presentation.	<ul style="list-style-type: none">• Consistency in structure and support for all NQT’s in North Wales• High quality experience for the NQT• Fair and equitable process for all NQT’s• Greater understanding of the NQT on-line Profile• Greater understanding of logging NQT experiences (PLE’s)• Rigorous and consistent assessment for all NQT’s• Recognise the flexibility that exists within different patterns of NQT employment	<ul style="list-style-type: none">• 15 sessions• 30 hours• 300+ attendees

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebgolrwydd Dirifoldeb	Sgôr	Mesurau Ychwanegol	Tebgolrwydd Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	
		Cynwyo Sesiynau Angydo, Dal i Fyny, Paratoi ar gyfer yr haf a mis Medi' yn ystod tymor yr haf 2019/20 sy'n llywio'r canllawiau hyn, ynghyd â'r cyngor gwyddonol a meddygol diweddaraf. Mae'r canllawiau'n amlinellu'r cyngor iechyd cyhoeddus y mae'n rhaid i ysgolion ei ddilyn			Mae'r risg o blant yn mynd yn ddirifol wael o'r coronafeirws (COVID-19) yn isel iawn, a chaiff bod allan o'r ysgol effaith negyddol ar iechyd. Mae'r ysgol yn bwyt cyswllt hanfodol i iechyd cyhoeddus a gwasanaethau diogelu, sy'n bwysig iawn i les dysgwyr a theuluoedd.			Does dim un dull sy'n addas i bawb. Mae arweinydd ysgolion yn deall anghenion eu hysgolion a'u cymunedau. Gallant ddod i farn wybodus, gan greu cydbwysedd rhwng darpariaeth cwricwlwm a mesurau rheoli risg. Mae canllawiau Llywodraeth Cymru yn darparu egwyddorion i helpu ysgolion a lleoliadau addysgol i ddod i farn wybodus a lleihau risgiau. Gyda chymorth awdurdodau lleol, disgyblir i ysgolion a lleoliadau weithio'n agos gyda rhieni a staff wrth gytuno ar y dulliau gorau ar gyfer eu hamgylchiadau.		
Logisteg	Adeiladau	• Cyfrifo cynhwysedd ysgol	4	3	12	<ul style="list-style-type: none"> • Yn ôl cyfrifiadau cynhwysedd, gallai 56 m² safonol gymryd 8 disgybl i ganiatáu ar gyfer cadw pellter cymdeithasol o 2m. • Ar gyfer ysgol arferol efo amrywiaeth o ddsosbarthiadau byddai hyn yn awgrymu cynhwysedd posibl o 35% o ddefnydd arferol. • Mae'r dosbarth cyfartalog, efo dodrefn a staff ychwanegol yn 6 disgybl. • Gallai ysgolion fod eisiau gweithredu ffactorau cyfyngu eraill neu edrych ar raddoli cynhwysedd o 20% i 33% yn dibynnu ar eu cyfyngiadau unigol. • Gallai ysgolion fod eisiau dechrau ar ben isaf yr ystod ac, ar sail profiad, addasu cynhwysedd dros yr wythnosau dilynol. Mae sut y gellir lleihau cyswllt yn dibynnu ar amgylchiadau'r ysgol, a bydd hyn yn cynnwys fel a ganlyn (gymaint ag y bo modd): <ul style="list-style-type: none"> • grwpio dysgwyr gyda'i gilydd • osgoi cyswllt rhwng grwpiau • trefnu dosbarthiadau fel bod desgiau yn wynebu'r blaen • staff yn cadw pellter oddi wrth ddisgyblion a staff eraill gymaint ag y bo modd. 			<ul style="list-style-type: none"> • Mae gan ALI ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodolau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Dylid gweithredu'r un egwyddorion diogelu i'r ystafell athrawon. Yr egwyddor gyffredinol yw lleihau'r cyswllt rhwng dysgwyr a staff. Gellir cyflawni hyn drwy gadw grwpiau cyswllt ar wahân a chadw pellter rhwng unigolion, lle bo hynny'n bosibl. Nid dewisiadau eraill yw'r rhain a bydd y ddau fesur yn helpu, ond bydd y cydbwysedd rhyngddynt yn newid, gan ddiybnu ar: <ul style="list-style-type: none"> • allu plant i gadw pellter cymdeithasol • cynllun safle'r ysgol • pa mor ymarferol yw cadw grwpiau penodol ar wahân wrth gynnyg y cwricwlwm (yn enwedig yn yr ysgol uwchradd). • Mae cadw pellter rhwng pobl yn adeilad yr ysgol a lleihau'r amser wyneb yn wyneb yn lleihau'r risg o drosglwyddo. Mae iechyd cyhoeddus yn cynghori'n gryf y dylai staff mewn ysgolion uwchradd gadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr lle bo modd. Yn ddelfrydol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddisgwyr. • Dylai ysgolion a lleoliadau wneud mán addasiadau i'r dosbarth i gefnogi cadw pellter cymdeithasol lle bo modd. Dylai hyn gynnwys dysgwyr yn eistedd ochr yn ochr gan wynebu ymlaen, yn hytrach na wynebu ei gilydd, a gallai olygu symud dodrefn diangen allan o ddsosbarthiadau er mwyn creu mwy o le. • Ceir cyngor cadarn gan iechyd cyhoeddus bod staff mewn ysgolion uwchradd yn cadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr, lle bo hynny'n bosibl. Yn ddelfrydol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddisgwyr. 	
Logisteg	Yr ystafelloedd	• Gofynion iechyd a diogelwch o safbwynt yr ystafell ddsosbarth a defnyddio lle o fewn yr ysgol.	4	4	16	<ul style="list-style-type: none"> • Bydd angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwyio a defnydd o'r gofod cymdeithasol. 		<ul style="list-style-type: none"> • Mae angen i ysgolion ofalu bod yr holl wriadau iechyd a diogelwch wedi'u cwblhau ar ôl cyfnod o gau fel clefyd Legionnaire, profi larymau tân a systemau chwistrellu dŵr, tynnu llwch ac ati. • Sylwch nad yw hon yn rhestr iawn ac y bydd angen i ysgolion gysylltu â'u hymgyngorwyr iechyd a Diogelwch am aseiad cyfansawdd. 		
Logisteg	Cludiant	<ul style="list-style-type: none"> • Penodol iawn i'r ysgol, yn amrywio o ychydig iawn o ofynion gyda'r mwyafrif yn byw o fewn 3 milltir ac yn teithio'n ddiogel i'r ysgol, hyd at ysgolion ble mae mwyafrif y dysgwyr yn cael eu cludo i'r ysgol. • Hefyd, mae angen ystyried dysgwyr bregus y mae arnynt angen trefniadau unigryw. 	3	4	12	<ul style="list-style-type: none"> • Cysylltu â'r ALI am gludiant mewn perthynas â'r diwrnod ysgol a faint fydd angen. • Parhau i leihau niferoedd sydd yn cael cludiant. Bydd rhywfaint o gymysgu uniongyrchol neu anuniongyrchol rhwng plant mewn gwahanol grwpiau cyswllt yn anochel, megis ar gludiant ysgol, wrth dderbyn addysgu arbenigol neu oherwydd cyfyngiadau staffio. Lle na gellir osgoi cymysgu, dylai ysgolion leihau'r risg o drosglwyddo gan ddefnyddio amrediad o fesurau rheoli risg. 		<ul style="list-style-type: none"> • Bydd pob giât heblaw am y giât ffrynt ar gau. • UDA ar y giât i adael bysus a thacsis i mewn ac allan unwaith y bydd yn ddiogel. • Rhaid i hyn fod yn berthnasol i bob safle - dylai fod yn hyblyg i bob ysgol. • Bydd angen i blant ar fysus fod ar rota hefyd. • Creu manau gollwng disgyblion - meysydd parcio gerllaw ac ati. • Efallai bydd rhaid i ddisgwyr beidio â defnyddio trafndiaeth gyhoeddus ar adegau prysur ac felly, o ganlyniad, gall ysgolion fod angen ystyried cynnal diwrnod ysgol tu allan i oriau teithio prysur. Cludiant (Mae canllawiau LIC yn cael eu hystyried ar hyn o bryd a bydd angen eu diweddarau) • Dylid rhoi ystyriaeth i'r canllawiau cludiant diweddaraf. Lle bo'n bosibl, dylai rhieni a gofalwyr deithio gyda'u plant yn ôl ac ymlaen i'r ysgol, yn ddelfrydol ar droed, neu ar feic, sgwter neu unrhyw ffordd arall o deithio llesol. Dylid cadw pellter cymdeithasol ar y daith i'r ysgol ac oddi yno. Dylai pobl o fwy na dwy aelwyd deithio gyda'i gilydd dim ond os yw cadw pellter cymdeithasol yn bosibl. <p>Mewn unrhyw drefniadau cludiant ysgol, dylid rhoi blaenoriaeth i'r rhai hynny na allant fynychu'r ysgol heb gludiant.</p>		

COVID-19 - PARATO I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb	
Dysgwyr a Staff	Adnabod disgyblion i'w hailintegreiddio	Wrthi'n gweithio ar ddiffiniad LLC o weithwyr bregus ac allweddol - niferoedd presennol sydd angen cymorth yn codi. Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer dychwelyd yr holl ddysgwyr yn raddol o ddechrau tymor yr Hydref.	4	3	12	<ul style="list-style-type: none"> Ail integreiddio ar sail anghenion Dim cymysgu anghenion/cyfnodau. Asesiad risg unigol i bob disgybl sydd â chynllun gofal Dechrau efo cynhwysedd 20% a chynyddu yn ôl llwyddiant Oni bai y caiff ei reoli'n ofalus iawn, gallai hyn achosi i'r ysgol fod ar gau am gyfnod hir. Dylai ysgolion ystyried dychwelyd yn raddol gan ddechrau gyda grwpiau blwyddyn 7, 11 a 13 am y pythefnos cyntaf Rhaid i bob dysgwyr arall fynychu'r ysgol. Dylai ysgolion ystyried pryderon posibl disgyblion, rhieni/gofalwyr a all fod yn amharod neu'n bryderus ynglŷn â dychwelyd i'r ysgol. Dylent roi'r cymorth addas ar waith i fynd i'r afael â hyn. Gall hyn gynnwys dysgwyr sydd wedi bod yn gwarchod (shielding) a sydd wedi cael gwybod nad yw hyn yn angenrheidiol mwyach, y rhai sy'n byw mewn cartrefi lle mae rhywun yn clinically vulnerable, neu'r rhai sy'n pryderu am y risg gymharol uchel o goronafeirws (COVID-19), gan gynnwys y rheini o gefndiroedd pobl dduon, Asiaidd a lleiafrifoedd ethnig neu sydd â chyflyrau penodol fel gordewdra a diabetes. 			<ul style="list-style-type: none"> Angen cymorth gan bob gwasanaeth ALL i reoli disgwyliadau rhieni/gofalwyr. Os na ellir arddel y polisi cadw pellter cymdeithasol yn gaeth, dylid nodi na ddylai'r unigolion hynny fynychu. Dylid eu cefnogi i weithio o gartref. Gallai hyn ddibynnu pam bod ysgolion yn ail agor - addysg, lles neu economi. Mewn ysgolion uwchradd - gall y cwricwlwm fod yn seiliedig ar brosiect yn dibynnu faint o staff sydd ar gael. Efallai bydd angen ystyried teuluoedd sydd â mwy nag un plentyn yn yr ysgol. A yw Blwyddyn 10, Blwyddyn 12, Blwyddyn 6 yn flaenoriaeth er enghraifft, neu deuluoedd sydd mewn angen, teuluoedd sy'n gweithio? Y Gymraeg? Ar gyfer ysgolion 1 i 16, a ddylid ystyried dysgwyr Blwyddyn 11 i helpu gyda'u pontio i'r cam nesaf yn eu dysgu? Rhaid cael cyfarwyddwyd cenedlaethol pendant ar bwy sy'n cael blaenoriaeth ar sail y rheswm dros ail agor ysgolion. Yna rhaid i ysgolion chwilio am y datrysiadau. Tri grŵp i'w hadnabod: <ol style="list-style-type: none"> Yn yr ysgol ond mewn amgylchiadau anghyfarwydd Methu dod i mewn (bregus, ac ati) Ddim yn fodlon dod i mewn (awgrymu cyswllt â statws economaidd gymdeithasol) Byddai ysgolion yn annoeth i orfodi unrhyw un i ddod i'r ysgol – efallai bydd angen polisi presenoldeb dros dro ar ysgolion. Efallai bydd ysgolion eisiau ystyried a yw bregus yn flaenoriaeth, yna dan anfantais digidol yna AAA ac Anawsterau. Bydd yn hanfodol cadw cofnodion presenoldeb manwl o safbwynt diogelu ac er mwyn cynllunio strategaeth ysgol, ALL a Cymru yn strategol. Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer pob dysgwyr yn dychwelyd yn raddol o ddechrau tymor yr hydref. 	
Dysgwyr a Staff	Crisialu pwrpas presenoldeb addysgol ar safleoedd ysgol	<ul style="list-style-type: none"> Bydd yn anodd gorfodi gofynion presenoldeb arferol gan fydd dymuniadau rhieni/gofalwyr yn amrywion fawr o ran eu disgwyliadau am ddiogelwch eu plant mewn rhaglen ail ymgysylltu. 	4	4	16	<ul style="list-style-type: none"> Bydd angen i ysgolion gysylltu â'r ALL i weld a yw'r canllawiau a'r disgwyliadau i'w rhannu efo rhieni/gofalwyr a chreu gweithdrefnau gwirio ac olrhain os teimlant nad yw dysgwyr yn cyrraedd y disgwyliadau hyn. Dylai ysgolion a lleoliadau weithio gyda rhieni/gofalwyr i sicrhau bod disgyblion yn mynychu'r ysgol yn rheolaidd o ddechrau'r tymor. Bydd hyn yn hanfodol i helpu disgyblion i ddal i fyny gyda'u haddysg, i wneud cynnydd ac i hybu eu lles a'u datblygiad ehangach. 			<ul style="list-style-type: none"> Mae angen rhannu unrhyw ganllawiau diwygiedig mewn da bryd â'r holl randdeiliaid i sicrhau cysondeb disgwyliadau a'r hawl i ofyn i ysgolion ac ALL ystyried amgylchiadau unigol. Dylid gwneud hyn ar ffurf anogaeth yn hytrach na gorfodaeth, oni bai ei fod yn bryder am ddiogelu. Ni ddylai unrhyw un sydd â symptomau Covid-19 fynd i leoliad am ba bynnag reswm. Plant cymwys – gan gynnwys grwpiau blaenoriaeth - dylid eu hannog yn gryf i fynd i'r ysgol, oni bai eu bod nhw'n hunan ynysu neu'n fregus (yn yr achos hwn, dylent ddilyn cyngor meddygol). Os oes rhywun yn eu cartref yn fregus, dylent fynd i'r ysgol dim ond os gellir cadw at reolau cadw pellter cymdeithasol caeth, a bod y plant yn gallu deall a dilyn y cyfarwyddiadau hynny. Dylai teuluoedd ddweud wrth eu hysgol, fel ag yr arfer, os bydd eu plentyn methu mynd fel y gall staff edrych ar y rheswm efo nhw a rhoi sylw i rwystrau efo'i gilydd. Dylai ALL ei gwneud hi'n glir na fydd rhieni yn cael eu dirwyo am beidio ag anfon eu plant i'r ysgol ar yr adeg hon, ac ni fydd ysgolion yn cael eu dwyn i gyfrif am lefelau presenoldeb. Dylai ysgolion barhau i roi gwybod i weithwyr cymdeithasol os nad yw plant sydd â gweithiwr cymdeithasol yn mynd i'r ysgol. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebgolgwydd	Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebgolgwydd	Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb
Dysgwyr a Staff	Staff sydd ar gael	<ul style="list-style-type: none"> Oherwydd y system rota, y staff sydd ar gael yn briodol. Tua 10% yn gwarchod eu hunain a 5% ddim ar gael i weithio am resymau eraill. 	3	3	9	<ul style="list-style-type: none"> Wrth i gyswllt â mwy o ddysgwyr gynyddu, bydd yr angen i staff sydd angen hunan ynysu hefyd yn codi. Mae staff sydd ag asthma ac/neu gyflyrau meddygol eraill yn llai tebygol o fynd i'r gwaith - angen canllawiau cenedlaethol. Bydd staff sydd â gorbryder efallai'n ei gweld hi'n anodd mynd i'r gwaith heb gael eu sicrhau. 				<ul style="list-style-type: none"> Angen canllawiau cenedlaethol/lleol ar asthma/cyflyrau meddygol eraill. Ni ddylai unrhyw un sydd wedi derbyn llythyr cysgodi fod yn bresennol ar hyn o bryd (yn unol â LIC). Efallai bydd ALL yn dymuno diffinio'r term 'bregus' fel bod gan yr holl randdeiliaid yr un diffiniad. Dylai ysgolion allu adnabod staff sy'n gweithio gartref a staff sydd ar gael yn yr ysgol. Mater ychwanegol yw staff sydd â phlant oedran ysgol, mae angen adnabod hyn a'i ystyried yn y rota Dylai ysgolion ystyried adleoli staff: ni fydd staff sy'n gweithio yn yr ysgol yn gallu gwneud yr un dyletswyddau dysgu o bell. Gall fod angen ystyried adleoli grwpiau i sicrhau tegwch a chydbwysedd ymysg staff. Dylid rhannu darpariaeth ar gyfer profi Covid-19, a dylai'r holl randdeiliaid ei deall. Dylai ALL, Cyrrff Llywodraethu ac Uwch Arweinyddwr fod yn ymwybodol o les eu staff i gyd, gan gynnwys uwch arweinydd eu hunain, a'r angen i weithredu arferion gwaith hyblyg mewn ffordd sy'n hybu cydbwysedd da rhwng bywyd a gwaith, ac yn cefnogi athrawon ac arweinyddwr. Gofynnwn i ysgolion/lleoliadau ac awdurdodau lleol: gyfleu disgwyliadau clir a chyson ynghylch presenoldeb i rieni/gofalwyr drwy gydol yr haf cyn y flwyddyn ysgol newydd adnabod dysgwyr sy'n amharod neu'n bryderus am ddychwelyd, neu sydd mewn perygl o ymddieithrio. Mae angen datblygu cynlluniau ar gyfer ailymgysylltu â hwy. Dylai hyn gynnwys plant a phobl ifanc difreintiedig a bregus, yn enwedig y rhai a oedd yn absennol yn barhaus cyn y pandemig neu nad ydynt wedi ymgysylltu â'r ysgol yn rheolaidd yn ystod y pandemig. gweithio'n agos gyda gweithwyr proffesiynol eraill, fel bo'n briodol, i gefnogi'r dychwelyd i'r ysgol, gan gynnwys parhau i hysbysu gweithiwr cymdeithasol y plentyn, os oes ganddo un, am ddiffyg presenoldeb. 	
Dysgwyr a Staff	Asesu'r risg i staff a dysgwyr bregus	<ul style="list-style-type: none"> Bydd angen i ysgolion lunio cofrestr o staff a dysgwyr sy'n 'fregus' o dan y gofynion presennol. 	4	4	16	<ul style="list-style-type: none"> Bydd angen ei diweddarwr wrth i'r sefyllfa ddeinamig hon newid a bydd angen cyfleu unrhyw newid mewn statws mewn da bryd cyn i'r statws newydd ddechrau. 				<ul style="list-style-type: none"> Dylid gwneud hyn mewn partneriaeth â'r ALL i sicrhau cysondeb ac ymgynghori priodol â'r holl randdeiliaid. Bydd profi cyflym ar gael gan raglen Profi, Olrhain, Diogelu GIG Cymru i gefnogi achosion o goronafeirws mewn ysgolion/lleoliadau. Bydd Byrddau Iechyd Lleol yn darparu profion antigen PCR i bawb yn 'swigod' yr ysgol/lleoliad a effeithir (grŵp bach, cyson o ddim mwy na 8), a phawb yn yr ysgol/lleoliad os nad yw'r lleoliad wedi dilyn canllawiau Llywodraeth Cymru ar gyfer ysgolion ac/neu fesurau Atal a Rheoli heintiau. Gellir darparu a samplu profion antigen cyflym mewn amrywiaeth o ffyrdd megis defnyddio unedau profi symudol (MTUs), lloerennau profi dros dro a llwybrau gollwng a chasglu. Trafodir y dull profi mwyaf priodol, a chytuno ar hyn, gyda'r holl randdeiliaid. 	
Dysgwyr a Staff	Dangos symptomau yn yr ysgol - Gweithwyr, Dysgwyr, Rhieni/Gofalwyr	<ul style="list-style-type: none"> Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol. 	2	4	8	<ul style="list-style-type: none"> Ni ddylai unrhyw weithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol. Os bydd unrhyw un yn cael ei daro'n wael yn yr ysgol, rhaid iddynt adael yr ysgol cyn gynted ag y bo modd a dilyn canllawiau hunan ynysu. Ysgol i fonitro absenoldeb salwch dysgwyr a dweud wrth yr ALL am unrhyw achos a amheuir o symptomau Covid-19. Dywed y Prif Swyddog Meddygol nad oes unrhyw dystiolaeth i gefnogi'r angen i wisgo gorchuddion wyneb anfeddygol ar raddfa eang yn y gymuned. Argymhellir y rhain pan na ellir cadw pellter cymdeithasol. Dylid ymateb i unrhyw haint drwy ddefnyddio'r strategaeth Profi, Olrhain, Diogelu. Dylid rheoli achosion o COVID-19 a gadarnhawyd yng nghymuned yr ysgol, a dilyn cyngor y tîm diogelu iechyd lleol i ynysu'r haint. 				<p>Mae canllawiau diweddaraf LIC yn argymhell bod mesurau hanfodol yn cynnwys:</p> <ul style="list-style-type: none"> pobl sy'n sâl yn aros gartref hyllendid dwylo ac anadlol cadarn gwell trefniadau glanhau ymwneud gweithredol â'r strategaeth Profi, Olrhain, Diogelu ystyried yn ffurfiol sut i leihau cyswllt a chadw i'r eithaf bellter cymdeithasol yn yr ysgol ble bynnag bo'n bosibl ystyried yn ffurfiol sut i leihau'r potensial ar gyfer halogiad cyn belled ag y bo'n rhesymol ymarferol <p>Bydd strategaethau i leihau cyswllt yn dibynnu ar amgylchiadau'r ysgol, a bydd hyn yn cynnwys fel a ganlyn (gymaint ag y bo modd):</p> <ul style="list-style-type: none"> grwpio dysgwyr gyda'i gilydd osgoi cyswllt rhwng grwpiau trefnu dosbarthiadau fel bod desgiau yn wynebu'r blaen staff yn cadw pellter oddi wrth ddisgylbion a staff eraill gymaint ag y bo modd. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Difrifoldeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb
Dysgwyr a Staff	Anaf i ddysgwyr ar y safle	<ul style="list-style-type: none"> Pe byddai dysgwr yn cael anaf yn yr ysgol, byddai'r staff yn rhoi sylw i'r anaf neu'n trefn i weld meddyg neu fynd i'r ysbyty. 	2	4	8	<ul style="list-style-type: none"> Wrth roi sylw i unrhyw glwyfau ac ati, staff ysgol i ddefnyddio cyfarpar diogelu personol (PPE) pob amser. Gofyn am ganiatâd gan riant/gofalwr i fynd i'r feddygfa neu'r ysbyty yn ystod pandemig. Os oes unrhyw amheuaeth (neu'n methu cysylltu â rhiant/gofalwr), cysylltu â Galw GIG/Gwasanaethau Brys am gyngor. 		<ul style="list-style-type: none"> Mae angen ystyried beth fyddai'n digwydd petai dysgwr yn cael ei anafu'n ddifrifol, neu fod rhywun â chyflwr meddygol angen mynd i'r ysbyty. Wrth gwrs, gellid galw'r gwasanaeth brys ar gyfer rhai digwyddiadau difrifol, ond nid pob tro. A yw staff yn fodlon mynd i'r ysbyty os na allai rhiant/gofalwr ddod i nol y dysgwr? A fyddai'r rhiant/gofalwr yn hapus i'r dysgwr fynd i'r ysbyty yn y lle cyntaf, gan gofio y gallai rhai fod yn amharod i fynd i'r ysbyty ar hyn o bryd? 	
Dysgwyr a Staff	Gwisg ysgol	<ul style="list-style-type: none"> Bydd plant wedi tyfu dros gyfnod y cyfyngiadau, efallai na fydd eu gwisg ysgol yn ffitio bellach. Bydd hyn yn broblem fawr os na roddir llawer o rybudd iddynt ddychwelyd i'r ysgol. 	3	3	9	<ul style="list-style-type: none"> Yn wir, gallai'r sefyllfa fod yn waeth oherwydd problemau ariannol rhieni yn ystod cyfnod y cyfyngiadau, yn enwedig heb dâl llawn neu ddim tâl yn dod i mewn i'r tŷ. Mae angen i ysgolion ddangos cydymdeimlad ac efallai llacio rhai o'u rheolau o safbwynt gwisg ysgol. Corff llywodraethu ysgol sy'n gwneud penderfyniadau ynghylch gwisg ysgol. Fe wnaeth rhai ysgolion lacio eu 		<ul style="list-style-type: none"> Ddylai ysgolion groesawu dysgwyr yn ôl heb wisg ysgol? Mae'n bwysig bod y neges hon yn cael ei rhannu gyda'r holl rieni. Os yn bosib, rhoi amser synhwyrol i rieni roi trefn ar sefyllfa'r wisg ysgol. Ble mae rhieni yn cael trafferthion ariannol, yna dylai ysgolion geisio darparu'r wisg ysgol i'r plentyn/plant. Efallai annog rhieni sy'n cael trafferth i drefnu'r esgidiau a gallai'r ysgol helpu efo'r wisg ysgol, gellid hefyd gofyn i'r Gymdeithas Rieni efo gwerthu/ffeirio. 	
Dysgwyr a Staff	Cod Gwisg Staff	<ul style="list-style-type: none"> Cod gwisg presennol ddim yn ymarferol efallai. 	4	3	12	<ul style="list-style-type: none"> Bu rhywfaint o drafodaeth y dylai staff ystyried golchi eu dillad ar ddiwedd pob diwrnod i leihau'r potensial i drosglwyddo haint. Dylai unrhyw newid i ddisgwyliadau o ran gwisg ysgol 		<ul style="list-style-type: none"> Efallai bydd ysgolion eisiau ystyried gwisg llai ffurfiol. 	
"Y Diwrnod Ysgol"	Cyrraedd yr Ysgol	<ul style="list-style-type: none"> Pob cerbyd i gyrraedd yr ysgol a gollwng mewn un lle canolog. Gofyn i rieni beidio â dod â'u plant ar safle'r ysgol, neu gyfyngu mynediad at adeiladau'r ysgol. 	3	3	9	<ul style="list-style-type: none"> Efallai bydd ysgolion eisiau ystyried amseroedd cychwyn gwasgarog neu wasgaru grwpiau Blwyddyn dros sesiynau bore a phrynhawn ar wahân. Pob dysgwr i aros yn y taci nes daw staff i'w nol nhw. Dysgwyr i ddod i mewn drwy un drws dynodedig a golchi dwylo cyn mynd i'r dosbarth. Efallai bydd ysgolion eisiau ystyried i ddysgwyr aros mewn dosbarthiadau dynodedig ac i'r staff symud i'r dosbarthiadau hyn. 		<ul style="list-style-type: none"> Disgyblion nad ydynt yn yr ysgol yn cael eu denu i gyfarfod â ffrindiau tu allan i'r ysgol a fyddai'n codi peryglon ychwanegol. Dylid parhau i gysylltu o bell â rhiant/gofalwr. Os yw'n bosibl, dylai ysgolion ystyried amseroedd dechrau gwasgarog, neu addasu amseroedd dechrau a gorffen i gadw grwpiau ar wahân wrth iddynt gyrraedd a gadael yr ysgol. Ni ddylai amseroedd dechrau a gorffen gwasgarog leihau nifer yr oriau addysgu. Gall dechrau gwasgarog, er enghraifft, gynnwys cywasgu/gwasgaru cyfnodau rhydd neu amser egwyl ond cadw'r un faint o amser addysgu, neu gadw hyd y diwrnod yr un fath ond dechrau a gorffen hwyrach i osgoi'r cyfnod prysur. Dylai ysgolion ystyried sut i gyfleu hyn i rieni/gofalwyr a'u hatgoffa am y broses ar gyfer gollwng plant a'u casglu, gan gofio na chaniateir ymgynnull wrth gât yr ysgol na dod ar safle'r ysgol heb apwyntiad. Dylai ysgolion hefyd gael proses ar gyfer tynnu gorchudd wyneb pan fydd dysgwyr a staff sy'n eu defnyddio yn cyrraedd yr ysgol, a dylid cyfleu hyn yn glir iddynt. Rhaid cyfarwyddo'r dysgwyr i beidio â chyffwrdd tu blaen eu 	
"Y Diwrnod Ysgol"	Cyrraedd y Dosbarth	<ul style="list-style-type: none"> Gall cyfyngiadau'r adeilad olygu ychydig iawn o ddisgyblion ym mhob dosbarth. Wrth weithredu polisi disgyblion statig a staff symudol, byddai'n rhaid i hyn fod ar sail gwaith prosiect. 	3	2	6	<ul style="list-style-type: none"> Symud desgiau i sicrhau cadw pellter cymdeithasol. Pob disgybl i gael ei le ei hun a'i gyfarpar ei hun i weithio Bydd angen i'r amserlen ystyried amser i gymryd egwyl i fynd i'r toiled, fesul dipyn. Wrth lunio amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). 		<ul style="list-style-type: none"> A oes digon o doiledau/cyfleusterau ymolchi yn y bloc addysgu cyfyngedig/dynodedig? A oes digon o gyfleusterau golchi dwylo? Ystyried system unffordd tu mewn a thu allan i'r ysgol Gadael drysau ar agor (ar wahân i ddrysau tân) fel nad oes angen cyffwrdd â dolenni drysau ac ati. Yn yr achos hwn, bydd angen i ysgolion adolygu eu polisiâu diogelu. 	
"Y Diwrnod Ysgol"	Addoli ar y cyd a Gwasanaethau	<ul style="list-style-type: none"> Addoli ar y cyd/gwasanaethau dyddiol yn unol ag amserlen yr ysgol. 	4	4	16	<ul style="list-style-type: none"> Dim addoli ar y cyd fel ysgol gyfan/cyfnod allweddol na gwasanaethau. Cynnal addoli ar y cyd mewn dosbarthiadau unigol. 		<ul style="list-style-type: none"> Dylid cadw grwpiau cyswllt ar wahân lle bo'n bosibl, sy'n golygu y dylai ysgolion osgoi cyfarfodydd mawr fel gwasanaethau boreol neu addoli ar y cyd gyda mwy nag un grŵp. 	

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebgohlwydd	Difrifoldeb	Sgôr	Mesurau Ychwanegol	Tebgohlwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb
"Y Diwrnod Ysgol"	Amseroedd Egwyl/Cinio	<ul style="list-style-type: none"> Mae risg sylweddol i'r gofyn am gadw pellter cymdeithasol, a gallu staff i blismona gofynion yn ddiogel. 	4	3	12	<ul style="list-style-type: none"> Dylid rhoi ystyriaeth i gwtogi'r diwrnod i leihau grwpiau torfol amser egwyl. Dylid rhoi ystyriaeth bellach i ddileu'r angen am amser cinio drwy gwtogi'r diwrnod a graddoli grwpiau blwyddyn rhwng y bore a'r prynhawn. Gellid parhau i weithredu'r drefn bresennol i blant PYD. 				<ul style="list-style-type: none"> Byddai hyn yn dibynnu ar nifer y disgyblion a faint o dir sydd ar gael - posibl cael ardaloedd ac ati - rheolau chwarae/ymgysylltu ac ati - gellid ymgynghori â disgyblion. Byddi angen adolygu cynigion i ddefnyddio'r ffreutur i raddau, neu ddim o gwbl, yn unol â'r arweiniad gan y Llywodraeth ar ysgolion yn darparu prydau ar y safle. <p style="text-align: right;">Ar yr amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</p>	
Trefniadau Domestig	Arlwyio	Gall dysgwyr gael prydau amser cinio yn yr ysgol.	3	4	12	<ul style="list-style-type: none"> Dylai dysgwyr fwyta yn eu hystafelloedd dosbarth eu hunain lle bo'n bosibl. A fydd dysgwyr yn cael eu hannog i ddog â'u cinio eu hunain? - Holwch adran arlwyio'r ALI. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarol (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). <p>Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</p> <p>Mae Llywodraeth Cymru yn disgwyl y bydd ceginau ysgol yn agored yn llawn o ddechrau tymor yr hydref ac y bydd gofynion cyfreithiol arferol yn berthnasol o ran darparu bwyd i bob disgybl sydd am ei gael, gan gynnwys y rheiny sy'n gymwys i gael prydau ysgol am ddim.</p>				<ul style="list-style-type: none"> Dylai'r ddarpariaeth ystyried a ddylai gynnwys brecwast, cinio ac, o bosibl, swper pan fo angen am hyd y gofal. Efallai y bydd angen byrbrydau hefyd. Os yw'n bosibl, dylid gweini bwyd yn yr ystafelloedd lle mae'r dysgwyr yn ymgymryd â gweithgaredd. Mae hyn yn lleihau'r risg o drosglwyddo haint. Dylid glanhau'r ardal yn unol â'r canllawiau ar ôl bwyta. Dylai staff sicrhau eu bod yn parhau i ymbellhau'n gymdeithasol yn ystod amseroedd bwyd a dylai dysgwyr eistedd dau fetr oddi wrth ei gilydd. Yn yr achos hwn, dylid cael gwared ar y byrddau o annibendod, wedi'u diheintio, ac yn weledol lân cyn darparu'r pryd/byrbryd. Os oes unrhyw bryderon, dylai ysgolion a lleoliadau ofyn am gyngor eu tîm iechyd yr amgylchedd lleol am gyngor. Dylai dysgwyr hefyd olchi eu dwylo cyn ac ar ôl bwyta a dylai staff hefyd olchi eu dwylo cyn ac ar ôl gweini bwyd. Efallai y bydd yr ysgol neu'r lleoliad am ystyried darparu prydau ar gyfer staff hefyd er mwyn lleihau nifer y gwrthrychau sy'n cael eu trosglwyddo o'r adeilad ac i'r adeiladau. Dylai awdurdodau lleol a phenaethiaid weithio gyda darparwyr a chyflenwyr bwyd i sicrhau bod hylendid yn cael ei wneud yn drylwyr iawn, gan gynnwys paratoi, defnyddio a gwaredu. Rhaid peidio â rhannu bwyd. Dylid gwahanu unrhyw fyrbrydau yn glir i osgoi hyn Gallai amser cinio ac egwyl gael ei wahanu i gefnogi ymbellhau cymdeithasol. 	
Trefniadau Domestig	Dal/Lledaenu. Methu cadw pellter cymdeithasol wrth roi gofal personol.	<ul style="list-style-type: none"> Mae ysgolion wrthi'n dilyn canllawiau lechyd Cyhoeddus Cymru ar fenig a ffedogau. Dylai masgiau wyneb fod ar gael i staff. 	4	3	12	<ul style="list-style-type: none"> Dilyn canllawiau ar gyfarpar diogelu personol gan gynnwys masgiau wyneb, ffedogau a menig. Rhoi gwastraff mewn dau fag. Gofalu bod biniau gwastraff yn cael eu gwagio pob diwrnod gan y tîm gofalwyr. Cynyddu oriau glanhau fel bod arwynebau yn cael eu glanhau yn drylwyr ar ddiwedd y dydd/shifft. <p>Dylai ysgolion barhau i ddefnyddio menyf a ffedogau wrth ddarparu gofal personol i blentyn neu berson ifanc. Mae hyn yn cynnwys gofal personol, ymarferol fel ymolchi, mynd i'r toiled, cymorth cyntaf a rhai gweithdrefnau clinigol megis bwydo â chymorth. Dylid gwisgo masgiau llawfeddygol a sbectol diogel llygaid sy'n gwrthsefyll hylifau os yw'r asesiad risg yn datgan bod risg o sbasio'r llygaid, er enghraifft drwy beswch, poeri neu chwydu. Dylid defnyddio menyf, gynau sy'n gwrthsefyll hylif, masgiau FFP3 a sbectol diogel llygaid wrth ymgymryd â gweithdrefnau sy'n cynhyrchu aerosol, megis sugno. Dylid defnyddio menyf a ffedogau wrth lanhau offer neu arwynebau a allai fod wedi'u halogi gan hylifau corff megis poer neu secretiad anadlol.</p>				<ul style="list-style-type: none"> Adolygwch oriau/arferion glanhau i feithrin hyder y cyhoedd. Mae angen strategaeth ar gyfer unrhyw aelod o'r ysgol sy'n arddangos symptomau Covid-19. Polisi ar waith ar gyfer hysbysu cymuned yr ysgol am unrhyw achosion a gadarnhawyd a'r gallu i olrhain, lle bo hynny'n rhesymol, eraill a allai fod wedi dod i gysylltiad â'r achos a gadarnhawyd. Y Cyngor presennol yw nad oes angen sgrinio tymheredd. Bydd rhieni/gofalwyr y dysgwyr yn gallu gwirio eu tymheredd. Beth bynnag, ni fydd sgrinio'n nodi pob achos o Covid-19 a gall y dull o wirio'r tymheredd roi staff mewn mwy o berygl o drosglwyddo. Bydd hyn yn cael ei adolygu'n rheolaidd. Wrth gwrs, dylai staff fod yn wylidwros o newidiadau i dymheredd ac arwyddion twymyn y plant. Ni ddylid anfon unrhyw ddysgwyr â symptomau i'r ysgol o gwbl ac mae'n hanfodol bod rhieni/gofalwyr yn cael eu hannog i weithredu'n unol â hynny. I'r mwyafrif helaeth o ddysgwyr, mae Covid-19 yn salwch ysgafn. Cynghorwyd dysgwyr sydd wedi'u dosbarthu fel rhai sy'n amddiffyn oherwydd cyflirau meddygol a oedd yn bodoli eisoes i ymgymryd â mesurau penodol i ' gysgodi '. Mae gan y dysgwyr hyn gyflirau iechyd sylfaenol difrifol sy'n eu rhoi mewn perygl uchel o salwch difrifol o Covid-19 ac fe'u cynghorir i ddilyn mesurau gwarchod yn drylwyr er mwyn eu cadw eu hunain yn ddiogel. Ni ddylai ysgolion ddisgwyl i'r dysgwyr hyn fynychu ysgolion neu lleoliadau ar hyn o bryd, a dylent barhau i gael cymorth gartref gymaint â phosibl. Unwaith y bydd rhywun yr amheuir ei fod wedi cael cadarnhad neu fod ganddo symptomau wedi'i nodi, rhaid nodi pob ardal lle mae'r person hwn wedi'i adnabod a'i gadw'n glir. Dylai'r broses o reoli'r ardal fod yn ffisegol lle bo'n bosibl h.y. rhwystrau gydag arwyddion addas neu y tu ôl i ddrwsau wedi'u cloi. Dylid glanhau cyn aiffeddiannol yn dilyn canllawiau ' Covid-19: glanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd '. Bydd angen ystyried plant a phobl ifanc sy'n agored i niwed yn glinigol (nad ydynt yn gwarchod) fesul achos, ond wrth gwrs, ni fyddem ond yn disgwyl i'r rhain fod yn bresennol os yw rhieni/gofalwyr yn fodlon bod hyn yn ddiogel iddynt. Mae risg y bydd dysgwyr (a staff) yn ofidus a hyd yn oed yn crio wrth ddychwelyd i'r ysgol. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoledeb	
Trefniadau Domestig	Ymwelwyr â'r Ysgol	<ul style="list-style-type: none"> Dim ond ymwelwyr hanfodol i ddod i'r brif dderbynfia ac aros i staff ddod i gyfarfod â nhw. Dim ymwelwyr oni bai bod hyn wedi'i drefnu o flaen llaw. 	3	3	9	<ul style="list-style-type: none"> Pob ymwelydd i fod wedi'i drefnu o flaen llaw. Dim ymwelwyr allanol heblaw am ymwelwyr allweddol e.e. nyrs ysgol, gweithwyr cymdeithasol amddiffyn plant. Canslo pob ymweliad/cyswllt anstatudol neu eu gwneud drwy rith gyfarfodydd. 			<ul style="list-style-type: none"> Cefnogaeth yr ALL i reoli disgwyliadau rhieni ac asiantaethau allanol bod ysgolion yn rhedeg 'yn ôl yr arfer' yn syth. Dim ymweliadau na chyfarfodydd afraid - gallent fod dros y ffôn neu Teams ac ati Rhaid cadw cydbwysedd rhwng diogelwch y safle a'r polisi o gadw pob drws ar agor ar wahân i ddrysau tân a drysau toiled. <p>Dylai ysgolion a lleoliadau ystyried sut i reoli ymwelwyr eraill â'r safle, megis Contractwyr. Dylent sicrhau bod canllawiau safle ar gadw pellter cymdeithasol a hylendid yn cael eu hegluro i ymwelwyr wrth iddynt gyrraedd, neu o flaen llaw. Dylai ymweliadau ddigwydd y tu allan i oriau ysgol os yw'n bosibl. Dylid cadw cofnod o bob ymwelydd.</p>	
Trefniadau Domestig	Prosesau Glanhau	<ul style="list-style-type: none"> Newid prosesau glanhau i ganolbwyntio ar arwynebau, drysau a manau cyffredin. Gofynnir i bob staff fod yn ystyriol a chefnogi prosesau glanhau. 	4	3	12	<ul style="list-style-type: none"> Glanhau i ganolbwyntio ar y blociau cyfyngedig a datblygu polisi glanhau trylwyr. Mae mwy o lanhau yn cynnwys glanhau arwynebau sydd yn cael eu cyffordd yn aml gan ddefnyddio cynhyrchion safonol, fel glanedyddion a blew. <p>Mae mwy o lanhau yn cynnwys glanhau arwynebau a gyffyrddir yn aml gyda cynhyrchion safonol, megis glanedydd a channydd.</p> <p>Dylai ysgolion a lleoliadau ddilyn y canllawiau diweddaraf ar lanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd. Mae pwyntiau i'w hystyried a'u gweithredu yn cynnwys rhoi amserlen lanhau ar waith sy'n sicrhau gwella glanhau yn gyffredinol, fel a ganlyn:</p> <ul style="list-style-type: none"> glanhau ystafelloedd/mannau a rennir yn fwy aml ar ôl iddynt gael eu defnyddio gan wahanol grwpiau, neu lanhau'n fwy aml nag arfer arwynebau a gyffyrddir yn aml. Ile bo'n bosibl, mae angen darparu toiledau ar wahân ar gyfer gwahanol grwpiau cyswllt. Lle nad yw hyn yn bosibl, bydd defnyddio diheintydd dwylo cyn mynd i mewn i'r toiled a sicrhau bod y toiledau'n cael eu glanhau'n rheolaidd yn helpu. Rhaid annog dysgwyr i 			<ul style="list-style-type: none"> Costau cysylltiedig oherwydd ymateb i asesiad risg. 	
Arweiniad a Dogfennau	Adolygu Polisiâu Allweddol	<ul style="list-style-type: none"> Arfarnu'r polisiâu cyfredol i sicrhau y byddant yn gwrthsefyll craffu dan y gofynion presennol. 	3	3	9	<ul style="list-style-type: none"> Gosod strwythur adolygu polisi i sicrhau craffu a chymeradwyaeth gan y Corff Llywodraethu. 			<ul style="list-style-type: none"> Cysylltu ag ALL i rannu arferion da a chydymffurfiad. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb	
Arweiniad a Dogfennau	Creu canllawiau ysgol newydd	<ul style="list-style-type: none"> Mae'r arferion gwaith presennol wedi esblygu yn ystod cyfnod ail bwrpasu ysgolion. Dylai ysgolion ystyried gosod arweiniad newydd ar gyfer y cyfnod ail ymgysylltu nesaf hwn. 	3	3	9	<ul style="list-style-type: none"> Datblygu set o ddisgwyliadau ac egwyddorion canllaw i'r holl randdeiliaid. Bydd yn bwysig bod ysgolion yn gwella'r awyru mewn ystafelloedd dosbarth (er enghraifft, drwy agor ffenestri lle bo'n ddiogel gwneud hynny.) Mae awyru da yn hanfodol bob amser. Dylai ysgolion sicrhau bod pob system yn gweithio yn eu dull gweithredu arferol. Dylid defnyddio awyru naturiol trwy agor ffenestri neu awyrellau cyn belled ag y bo modd. Lle bo awyru canolog neu fecanyddol, dylid addasu systemau ailgylchiadol i awyr iach llawn. Os nad yw hyn yn bosibl, dylid gweithredu systemau fel arfer. Os oes gan unedau awyru hidlyddion, sicrhewch ofal priodol wrth newid hidlyddion. 			<ul style="list-style-type: none"> Gwirio efo Adnoddau Dynol bod unrhyw arweiniad diwygiedig yn cydymffurfio â chytundebau efo Undebau a Chymdeithas. Gall ysgolion fod eisiau ystyried datblygu llawlyfr (copi caled ac/neu ar-lein) i gyfeirio ato ar gyfer y trefniadau gweithredu newydd. 	
Arweiniad a Dogfennau	Larwm Tân/Gadael mewn achos o dân	<ul style="list-style-type: none"> Mae'n bosib nad oes unrhyw ymarferion tân, profion larwm ac ati wedi cael eu cynnal yn ystod cyfnod y cyfyngiadau. Efallai na fyddai mesurau arferol ysgol yn briodol yn ystod y cyfnod hwn oherwydd cadw pellter cymdeithasol a newidiadau posibl i goridorau/llwybrau allan o adeilad yr ysgol. 	3	4	12	<ul style="list-style-type: none"> Adolygu Asesiad Risg Tân. Profion larwm tân wythnosol, yn ôl yr arfer. Gohirio ymarferion gwagio'r adeilad mewn achos o dân (adolygu'r sefyllfa pob 6 wythnos). Cadw pellter cymdeithasol wrth wagio'r adeilad, os yn ymarferol. Cadw pellter cymdeithasol mewn man ymgynnull tân. 				
Parhad Dysgu	Adolygu dull dysgu o bell i gynnwys mwy o ddysgwyr yn cael cyswllt â'r ysgol.	<ul style="list-style-type: none"> Mae llawer o ysgolion yn gweithredu efo tua 2% o boblogaeth yr ysgol. Bydd unrhyw ail ymgysylltu yn effeithio'n sylweddol ar y trefniadau hyn. 	4	3	12	<ul style="list-style-type: none"> Yn ôl cyfrifiadau cynhwysedd a modelu disgwyliadau, awgrymir y gallai ail ymgysylltu cychwynnol fod rhwng 15% a 40%. 			<ul style="list-style-type: none"> Dylai trefniadau gweithredu edrych ar effaith ymarferol ail ymgysylltu gan ddechrau ar 15% yn wreiddiol a chodi fesul 10%. 	
Parhad Dysgu	Diwrnod cyflwyno staff i'r prosesau newydd	<ul style="list-style-type: none"> Yn rhan o'r rhaglen gynllunio, dylai ysgolion geisio cael rhaglenni datblygiad profesiynol yn seiliedig ar y gweithdrefnau newydd. 	3	3	9	<ul style="list-style-type: none"> Gall ysgolion ddymuno ystyried graddoli yr hyfforddiant hwn i sicrhau canllawiau cadw pellter cymdeithasol priodol. 			<ul style="list-style-type: none"> Rhaglen raddol yn cynnwys hyfforddiant ac arweiniad ar yr arferion, y trefniadau a'r polisiau gweithredu newydd, ac amser i staff baratoi'n bersonol. Dylid hefyd rhoi amser i addasu eu dosbarthiadau yn unol â'r trefniadau gweithredu newydd. Gweler polisi a chanllawiau arfer GwE ar Ddysgu Cyfunol 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb
Parhad Dysgu	Rhaglen Gyflwyno i Ddysgwyr	<ul style="list-style-type: none"> Bydd dysgwyr wedi cael llw o emosynau a phrofiadau ers 23 Mawrth, 2020. Caiff hyn gryn effaith ar y ddarpariaeth fugeiliol mewn ysgol. 	4	4	16			<ul style="list-style-type: none"> Dylai gwasanaethau cymorth a lles yr ALL gysylltu ag ysgolion i helpu efo arweiniad yn gysylltiedig â 'thrawma' a, ble bo'n briodol, gwasanaethau profedigaeth. Dylid gwneud yn glir i bawb yn y gymuned bod y Cwricwlwm Cenedlaethol yn dal wedi'i atal ac nad oes disgwyl i ysgolion fod yn cyflwyno cwricwlwm tebyg i strwythur a chynnwys yr hyn a gafwyd cyn 23 Mawrth, 2020 hyd nes byd y Cwricwlwm Cenedlaethol wedi'i adfer unwaith eto. Ble bydd grwpiau blwyddyn yn dychwelyd i'r ysgol, dylai arweinydd ysgol ystyried: <ul style="list-style-type: none"> - iechyd meddwl a lles dysgwyr, ac adnabod unrhyw ddsygwr allai fod angen cymorth ychwanegol er mwyn bod yn barod i ddsygu; - asesu ble mae dysgwyr arni yn eu dysgu, a chytuno pa addasiadau sydd angen eu gwneud i gwricwlwm yr ysgol dros yr wythnosau nesaf; - adnabod a chynllunio sut oriau i gefnogi addysgu grwpiau anghenion uchel, gan gynnwys dysgwyr difreintiedig, dysgwyr AAA ac Anawsterau a dysgwyr bregus. - cefnogi dysgwyr Blwyddyn 6 yr ysgolion cynradd i gydweithio â chydweithwyr uwchradd i'w cynnal wrth iddynt drosglwyddo i Flwyddyn 7. Dylai ysgolion wneud eu gorau i gefnogi dysgwyr sy'n mynd i'r ysgol yn ogystal â'r rheiny sy'n aros adref, gan ddefnyddio cymorth dysgu o bell. 	
Parhad Dysgu	Adolygu'r Cynnig Cwricwlwm	<ul style="list-style-type: none"> Mae'n annhebygol y gellid ailadrodd y cynnig cwricwlwm safonol a gafodd disgyblion yn Nghymor yr Hydref (2019) dan y cyfyngiadau diwygiedig. 	3	3	9			<ul style="list-style-type: none"> Dylai ysgolion ystyried ailstrwythuro eu cynnig cwricwlwm naill ai ar sail cynnig craidd, craidd + cynnig neu gynnig prosiect. 	
Sicrhau Disgwyliadau	Dim cydymffurfio â rheolau	<ul style="list-style-type: none"> Rheolau'r safle yn cael eu rhannu â holl weithwyr ysgol, dysgwyr, rhieni/gofalwyr drwy drafodaethau anffurfiol, llythyrau, e-bost ac ati. Staff yn monitro rheolau'r safle fel y bo angen. 	2	4	8			<ul style="list-style-type: none"> Pawb i fod yn ymwybodol o reolau'r safle boed yn weithwyr, dysgwyr, rhieni/gofalwyr. Arwyddion i atgyfnerthu rheolau'r safle ac arweiniad Covid-19. Pennaeth/Athrawon dynodedig yn monitro a gweithredu rheolau'r safle a gofynion cadw pellter cymdeithasol. Cymerir camau disgyblu yn erbyn unigolion sydd yn methu dro ar ôl tro i ddilyn unrhyw reolau safle/ALL. 	
Sicrhau Disgwyliadau	Cyfathrebu â rhieni/gofalwyr	<ul style="list-style-type: none"> Cydnabyddir bod cynnal perthynas effeithiol a chadarnhaol rhwng yr ysgol a'r cartref yn greiddiol ac, yn rhan o hyn, mae ysgolion wrthi'n defnyddio ystod o ddulliau ar gyfer cyfathrebu efo rhieni/gofalwyr i gynnwys galwadau ffôn, defnyddio'r cyfryngau cymdeithasol, e-bost, testun, defnyddio Hwb a thynnu partneriaid i mewn i gefnogi teuluoedd efo adnoddau. Gall negeseuon ar newyddion cenedlaethol a Chymru arwain ar beth dryswch o ran y goblygiadau i'w hardal leol nhw. 	3	4	12			<ul style="list-style-type: none"> Dylai ysgolion a lleoliadau ddarparu dulliau cyfathrebu clir er mwyn sicrhau bod rhieni/gofalwyr yn deall disgwyliadau. Gallai hyn gynnwys: <ul style="list-style-type: none"> Rhybudd ymlaen llaw gan rieni ynghylch a fyddant yn anfon eu plant. Cynghorwch y rhieni i ddatgan nad yw eu plant wedi dangos symptomau Covid-19. Eglurder o ran trefniadau trafniadaeth i ac o safle'r ysgol, bydd hyn hefyd yn cynnwys gollwng a chasglu. Amseru diwrnod ysgol – yn enwedig os yw'r ysgol yn amseroedd cychwyn syfrdanol. Mynedfeydd ac allanfeydd ysgol – gall hyn fod yn wahanol i drefniadau "arferol". Trefniadau bwyta a pholisi hylendid. Gweithdrefnau os yw plentyn yn mynd yn sâl yn ystod amser yn yr ysgol. Trefniadau ar gyfer grwpiau o ddsygwr drwy gydol y diwrnod ysgol. Protocolau clir ar gyfer plant iach sy'n dychwelyd i'r ysgol yn unig, yn deall beth sy'n digwydd yn ystod y dydd os bydd plentyn yn troi'n sâl. Ysgolion i ystyried y dull o gefnogi teuluoedd cyfan gyda mwy nag un plentyn yn dychwelyd ar yr un pryd. Ysgolion i ystyried sut y gall rhieni roi adborth i ysgolion-holiadur ar farnau am dychwelyd, adborth ar ddsygu o bell a chymorth sydd ei angen ar blant. Mae strategaeth gyfathrebu glir yn arbennig o bwysig mewn lleoliadau addysgol a gofal plant, o gofio faint o sylw y mae'r math hwn o ddiwyddiad yn debygol o'i gael gan y cyfryngau. Mae'n hanfodol felly cynnwys cyd-weithwyr o dimau cyfathrebu lechyd Cyhoeddus Cymru a sefydliadau partner yn gynnar. 	

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd			Mesurau Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb
			Difrifoldeb	Sgôr			Difrifoldeb	Sgôr			

A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?

	<p>A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?</p>		
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A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?			

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	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?					

A ydych yn fodlon
bod y risgiau a
nodiwyd wedi cael
sylw?

Resources available to schools as part of Accelerating Skills support materials.

Resource 1: Examples of Learning Sequences

The **Accelerated Skills models** are extended teaching sequences that aim to help teachers focus on the isolated literacy and numeracy skills to ensure they have the necessary skills to access the whole curriculum at the appropriate level. They include isolated literacy skills such as oracy, higher order reading, writing/grammar/spelling, vocabulary building and money, multiplication, time and mathematical language, etc, in numeracy. They are designed to support learners to access the rest of their learning.

Each model is based on the Education Endowment Foundation recommended teaching sequence for a flexible approach to teaching and whole-school strategies, targeted support to accelerate learning and wider strategies (including supporting parents and carers). They can be adapted for use at home or school, a learner’s ability and age ranges and act as a model on which the teacher could further develop their own models.

Activities are designed to incorporate DCF and be based on a wider curriculum and learning in the outdoors, where appropriate, to motivate and continue to build learner well-being, independence and confidence.

Each model includes a voice-over briefing for teachers and a set of short videos for parents to help them support their children at home, should schools choose to share them.

They have been produced in both languages with contexts and reading materials selected to best reflect the culture and flavour of each language.

Resources 2-5: Evidence reviews

These four reviews provide a summary of the current evidence for a range of commonly used programmes and interventions. For each programme, a range of practical information useful for school leaders is presented, including information on efficacy, cost, training requirements and curriculum links.

2	Literacy programmes evidence review
3	Numeracy programmes evidence review
4	Behaviour & well-being programmes evidence review
5	Online programmes (literacy and numeracy) evidence review

Resource 6: Teaching and fluency-building packages

These packages build on a range of existing strategies and resources made available to schools via projects delivered by GwE and the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University. They focus on the use of evidence-informed teaching and fluency-building strategies to help pupils’ basic reading and reading fluency, reading comprehension and vocabulary skills and basic numeracy and numeracy fluency skills

The strategies have been identified as having a strong theoretical research base, alongside positive evidence from efficacy trials. They are all relatively simple to use at scale without the need for lengthy INSET training. They are also suitable for parents to use.



6a	Keeping Pupils Reading! (HEADSPROUTS, FP-KS2 parental support project)
6b	Repeated Reading & High Frequency Word Fluency strategies (KS2-3 currently being amended for Welsh language, bespoke Welsh texts being written)
6c	SAFMEDS numeracy strategy (KS2 parental support project)
6d	SAFMEDS numeracy strategy/Quizizz app (KS2-3)
6e	Remote Instruction for Literacy & Language (RILL - Currently being amended for Welsh language, bespoke Welsh texts being written)

Resource 7: Secondary Literacy Offer

In the secondary sector it is essential that we further develop literacy skills across the curriculum in order for learners to unlock learning and acquire knowledge. The challenge of improving literacy skills is a particular priority for learners from disadvantaged backgrounds.

The first package offered to schools is a digital Literacy Toolkit. The toolkit makes four key recommendations based on EEF research with each recommendation supported by practical examples which classroom teachers can adapt to support and enhance the literacy skills of their learners. A package of professional learners, again open to all classroom teachers across the region, accompanies the resource. The second package available to schools focusses on literacy intervention which is vital for identified learners across all ability ranges. An interactive literacy intervention programme, available in English and Welsh, has been developed and is available for schools to utilise. The programme can be used in school or at home as we recognise the importance of parental support in accelerating learning. Effective intervention also identifies learners early; uses assessment to target need and reviews impact regularly and the programme also supports schools in doing this. A comprehensive professional learning package for teachers or teaching assistants has also been developed in order to support schools in ensuring effective implementation.

Resource 8: Secondary numeracy packages

These resources are a package that will enable secondary colleagues to support the numeracy drive within the school. Resources included are suitable for use within the classroom (including cross-curricular links), for learners working away from school and for parents to support the learners. Where possible the resources are evidence-based and include a range of learning resources that can be used for different learners' needs as and when appropriate.

8a	Universal support materials	KS3
i	<p>Organisation of the numeracy curriculum for years 7-9 to prioritise aspects of the curriculum. This includes the combining of topics that can be taught together to create the following:</p> <ul style="list-style-type: none"> • Links between the current framework and the new curriculum. • Topics organised into progression ladders to provide resources for all ability ranges at KS3. • Topics linked to the other projects – SAFMEDS and iSTer where appropriate. 	

8a ii	<p>Universal support materials Materials to support teachers to guide learners with independent and distance learning. The resources include a toolkit which is suitable for learners, learners with parental support, learners with non-specialist support, learners' under teachers' direction. The toolkit includes the following:</p> <ul style="list-style-type: none"> • Diagnostic questions – to be completed at the beginning and end of the series of learning opportunities. • Lesson that can be followed, including supporting video clips and examples. • Tasks to be completed and self-marked so that learners can assess their own development. 	KS3
8a iii	<p>Universal support materials</p> <ul style="list-style-type: none"> • Materials supported from the Maths.Cymru website to enable free and easy access for all teachers, learners and their parents/guardians. • Promotion of the brand 'Maths.Cymru' as a one-stop shop for supporting materials. • Specific areas targeted for KS3 within the website (with an area for KS4 which learners will need to access as they progress through the school). • Release of materials over the next two terms with different stakeholder groups. 	KS3- KS4
	<p>Targeted support package to include</p> <ul style="list-style-type: none"> • Resources to support the workforce, to support personalised learning, additional support materials and for supporting the parental role in the learning. 	KS3
8b i	<p>Targeted support materials</p> <ul style="list-style-type: none"> • Promote and develop a package that Senior leaders within schools can use to develop the workforce in order to accelerate the learning for all. 	KS3
8b ii	<p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support senior learners to develop the personalised learning experiences in order to accelerate learning for all. 	KS3
8b iii	<p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support SLT/AENCO/ Numeracy Coordinators to develop the workforce within the school to further invest in small group numeracy intervention. 	KS3
8b iv	<p>Targeted support materials Develop a range of resources that can support the sessions that schools may choose to deliver to the wider community in order to strengthen links with parents and the wider community to support numeracy development</p>	KS3

8c	iSTeR Development Retrieval & Spaced practice strategies for maths (KS3-4) developed alongside the work with Bangor University to further support the development of topics considered in 8a and 8b.	KS3
8d	SAFMEDS Development Materials developed as a collaboration between Bangor University, KS2 and KS3 colleagues. Linked to the developments of topics considered in 8a and 8b where appropriate.	KS3



Professional Offer 2020-2021





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PROFESSIONAL OFFER

This year has been a difficult year, which has highlighted how incredibly flexible you as headteachers and schools can be when responding to all the COVID-19 challenges you have had to face. Following discussions with several of you, the GwE offer will reflect this flexibility and be available to you at a time that is convenient to you.

We will discuss with you in your catchment areas in order to identify aspects that have priority, and then we will do our utmost to respond to these needs in a flexible manner to suit you as schools.

The offer this year is condensed under five main headings, namely:

- **WELL-BEING**
- **THE REFORM JOURNEY:**
 - Curriculum for Wales
 - ALN
 - The Welsh Language
- **DEVELOPING THE WORKFORCE:**
 - Teaching Assistants
 - Leadership
 - Foundation Phase, Literacy & Numeracy, Subjects
- **ACCELERATING LEARNING**
- **DIGITAL**

What follows will give you a high-level idea of the Professional Learning offered by GwE during this academic year. It is not in its final form, but it gives you a flavour to assist you to identify the Professional Learning needs of your school and your staff in the near future.

We will work with you as schools to identify the best time to deliver the Professional Learning; therefore, times and dates are not included in this high-level offer.

GwE will also work closely with you as schools in order to continue to deepen the Peer work already established, and to identify the aspects that you as schools could offer to other schools to develop specific aspects of Professional Learning.



WELL-BEING



Dealing with attachment and trauma difficulties in Educational Settings

Provider Name(s): Trauma Informed Schools - Dr Coral Harper

Brief Description:

- Suitable for all school staff, although targeting Designated Teachers for LAC / Head of Pastoral Care / Well-being / ALNCo
- 3 hour online PLO delivered in 2 x 90 minute sessions
- To provide an introduction to developmental Trauma and Attachment via evidence based research with focus on developing a whole schools approach
- To support all attendees to identify strategies within teaching and learning to help learners within their school setting

Biophilia: The Science of Nature & Animals: Why being outside makes us happier, healthier and better able to learn

Provider Name(s): Dr Coral Harper, Independent Education and Mental Health Consultant

Brief Description:

This three-hour (or 2 x 90 minute) online PLO will support school to developing their understanding of Biophilia in regards to regulating in Nature

- Understanding the beneficial (brain) chemistry of Nature Hard & Soft Fascination
- Incorporating learning into practice –Activities to support emotional well-being in the outdoors
- Risk/Benefit Assessment

Developing Self-Regulation Zones in primary settings

Provider Name(s): Dr Janet Rose / Nia Thomas – GwE

Brief Description:

- This workshop is designed to accompany the Emotion Coaching workshop and will be delivered in English with bilingual resources
- The workshop will focus particular attention on strategies that enable children to develop more effective skills in regulating their feelings and behaviour so that they can focus on their schoolwork. The workshop will offer participants a number of different strategies that can be easily implemented in their classrooms
- The strategies all help children to learn to regulate their stress response system, their feelings and their behaviour and help to build emotional literacy



Supporting the Education of Children who are Looked After across the Region

Provider Name(s): Sharon Williams, GwE

Brief Description:

- The 45 minute session can be delivered in Welsh / English and is suitable for all staff who are supporting children who are looked after – but with focus on NQTs / Designated Lead
- The workshop will focus on - What does it mean to be ‘looked after’? / The role of the school and LA in supporting LAC pupils
- Raising aspirations of children who are looked after and consider the impact of early childhood trauma and attachment difficulties in education and universal support to implement
- Support, processes and procedures e.g. Personal Education Plans

Developing a Whole School Approach to Well-being

Provider Name(s): Sharon Williams, GwE

Brief Description:

The 60-minute session can be delivered in English / Welsh and suitable for all settings.

- The session will focus on universal Well-being and reference evidence based research / national strategies in regards to the whole school approach.
- It will focus on the key principles / considerations and practices for schools that are beneficial for all learners.
- Information will also be shared on the Well-being Accelerating Learning evidence database and signposting to further guidance

The Right Way – A Children’s Rights Approach in Wales

Provider Name(s): Children’s Commissioner for Wales / GwE

Brief Description:

The workshop is suitable for all settings and can be delivered in Welsh / English – the session will be between 60 – 90 minutes.

- The focus will be on the introduction to the United Nations Convention on the Rights of the Child and how they can be applied within school in regards to the 4 purposes within CfW and in addition learner voice.
- The workshop will also allow you to have the status of Train the Trainer and cascade across your school / cluster.



The Observational Checklist

Provider Name(s): Helen Worrall, Education Consultant/ Author

Brief Description:

- Participants will, via a summary of Attachment Theory, be able to understand how early experiences, particularly those related to neglect, trauma and loss, negatively impact the ability to form positive relationships with others and how this impacts upon their well-being, behaviour and needs within our schools
- Participants will become familiar with the range of resources contained with each of the observation checklist books and their intended uses
- Participants will develop an understanding of how the Observational Checklist for each of the age groups is structured, how it is completed and how it can be interpreted to inform understanding of need and to inform planning
- Participants will understand how the checklist can be used as an effective method to monitor and observe change in a child or young person's emotional well-being and as such can be used as a resource that shows progress and efficacy of interventions put into place as a result of increased understanding

Thinking Differently for Disadvantaged Learners

Provider Name(s): Challenging Education

Brief Description:

- The Professional Learning Programme (PLP) is based around six recorded training modules released half-termly throughout the academic year and available to all staff (and governors) to access at their own convenience. They are suitable for all schools / settings
- Each training module will be divided into a series of short video sessions (viewable online only) and a number of these will be accompanied by additional reading and/or reflective worksheets that can be downloaded. There is also the opportunity to join in a live feedback session as well
- Settings will be given access to the modules via GwE up to 31st August 2021.
- The focus will be supporting vulnerable and disadvantaged youngsters and includes: What it is like to be disadvantaged in school; the impact of the curriculum; Adapting teaching and effectively using metacognitive strategies; addressing the difficulties of participation; Teaching appropriate learning behaviours and career-related learning



Family and community engagement - FaCE

Provider Name(s): GwE

Brief Description:

- The workshop is suitable for all settings and can be delivered in Welsh / English
- The workshop will focus on the Welsh Government FaCE toolkit that is designed to provide practical support for schools with an overview of the 5 key themes in regards to parental and community engagement
- The workshop will also focus on practical examples from schools across the region in regards to embedding a whole school approach to family engagement and family voice
- The workshop will also share / signpost to further guidance in regards to evidence based programmes / provision

How do we Measure Well-being? – The Conversation

Provider Name(s): GwE

Brief Description:

- The 60 minute workshop can be delivered in Welsh/English
- The focus of the workshop is to give schools / settings an overview of the universal range of evidence based “well-being” measures /tools
- There will be practical examples of what schools have used and its impact to date, we will also link with the 6 local authorities in regards to targeted learner support

Bloom – for Young People’s Mental Health & Resilience

Provider Name(s): Mental Health UK (Hafal Cymru)

Brief Description:

- Bloom is a free resource for schools, to equip learners in KS4/post 16 with the tools and knowledge to maintain good mental health and well-being - <https://mentalhealth-uk.org/partnerships/projects/bloom/>
- The online training is available in both Welsh/English as well as the resources / lesson plans/student workbook
- The programme includes six key topics – What is Resilience? Exam Stress / Making decisions / Managing Studies/Social pressures and friendships
- Following the training schools can then have practical support via Hafal Cymru in regards to delivering in school



Foundation Phase Network – Autumn Term. Focus – Health and Well-being. Effective strategies to support the learning

Provider Name(s): Foundation Phase Team

Brief Description:

- Schematic behaviour. What is a schema? How to support schematic behaviour. Aligns with early progression steps Curriculum for Wales
- Trauma – ACEs. Case study on effective strategies that can be used with all pupils to deal with anxiety and trauma
- Information about on-line assessments
- Recording available within the ‘Webinars’ section of GwE Support Centre

Well-being across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that the well-being of all learners is of the highest priority in all schools across the region
- Ensure that all learners maximise their full learning potential and become healthy, confident individuals who build their emotional well-being
- Ensure that teachers understand that developing physical health and well-being has lifelong benefits
- Promote that all schools have a healthy and safe environment that embraces a holistic approach to well-being and that all learners feel safe and free from abuse

Embedding the VESPA Programme in Schools

Provider Name(s): Martyn Froggett

Brief Description:

- Training continuing for schools involved in the programme and opportunities to train for those not involved. Training will be focussed on development for VESPA Champions and existing and potential programme deliverers (costs: resources £4000; training £700)



Head teacher well-being workshops

Provider Name(s): Claire Chidley - an experienced and highly regarded expert in the area - will facilitate the workshops

Brief Description:

- A one off 'live' workshop focusing on a variety of aspects of Head teachers' personal well-being e.g. resilience, adapting to a changing environment, personal reflection etc. The programme will be launched during November 2020
- Following this, there would be a series of bite-size webinars, which will be recorded, focusing on various themes and aspects of well-being and resilience. In addition to this there will be pre and post reading materials and exercises for school leaders to engage with. Schools can partake in these sessions on a flexible basis and use them within their own schools if they wish
- Peer to peer engagement and support will be key throughout the offer with opportunities to engage with peers from within individual school senior leadership teams and / or with school leaders from other schools
- There will be an opportunity for groups of schools to come together to further explore bespoke aspects of personal, collective and institutional well-being. This could be clusters of primary schools or groups of secondary schools





THE REFORM JOURNEY



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THE REFORM JOURNEY

CURRICULUM FOR WALES

Change Management

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- A practical and compelling session to support schools with leading and planning change through the reform journey.
- What is Change Management and how to go about managing change?
- An opportunity to work with colleagues in small groups to discuss various situations.
- The Professional Learning is split into two sessions of approximately 1 hour and 45 minutes.

Developing a Shared Vision

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Working with stakeholders to develop a vision for Curriculum for Wales
- What is your current vision? Does it need to be amended/updated?
- How will you ensure this is a vision for the whole community and your stakeholders?
- How to develop a shared vision during COVID-19

System Expectations

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Discussion and making sense of expectations for the journey to September 2022
- An informal session with ample time to ask questions and express views
- Useful for schools to be able to map out the journey to September 2022
- Identify where Curriculum for Wales is in the wider reform journey



THE REFORM JOURNEY

Blended Learning, Accelerating Learning and Curriculum for Wales

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Identify and prepare for scenarios and challenges that arise due to COVID-19
- Identify examples of how this work can help us to prepare for CfW.
- What are the links between these aspects?
- Opportunities to reflect

Understanding a Curriculum that is driven by the Purposes

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Develop and understand concepts within Curriculum for Wales and how to plan curriculum change
- Understand the concepts underpinning a Curriculum that is driven by Purposes

Pedagogy

Provider Name(s): GwE CfW team

Brief Description:

- A series of short sessions looking at what makes effective Pedagogy
- Link with Schools as Learning Organisations and the role of research
- Link with the Professional Learning Standards

Creating space and time for Professional Learning

Provider Name(s): GwE CfW team

Brief Description:

- An opportunity to look at effective professional learning for all members of staff and how it supports the Reform Journey
- Discuss effective methods and examples of creating space and time for Professional Learning
- Identify the PL that is available in terms of the reform journey and how to benefit from it as a school and catchment area



THE REFORM JOURNEY

Welsh Curriculum Update for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Focus on the “What matters Statements”, the “Principles of progress” and the “Learning descriptions”
- Teachers have the opportunity to develop aspects of the curriculum itself, enabling its learners to develop towards the four purposes of the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3

How to provide a developmentally appropriate holistic and integrated curriculum into lower KS2

Provider Name(s): Foundation Phase Team

Brief Description:

- Sharing ideas and learning experiences
- How to plan using authentic context in a holistic way
- Suitable for senior leaders, foundation phase and Year 3 and 4 teachers and teaching assistants

Following the live webinar, a recording will be available within the ‘Webinars’ section on GwE Support Centre

Embedding the 12 pedagogical principles into everyday practices

Provider Name(s): Foundation Phase Team

Brief Description:

- How to effectively plan the learning environment
- How the provision is used effectively to widen children’s literacy, numeracy and digital skills
- Develop and understand theories and research about child development and learning relevant to planning and everyday practice
- Suitable for senior leaders, foundation phase and Year 3 and 4 teachers and teaching assistants

Following the live webinar, a recording will be available within the ‘Webinars’ section on GwE Support Centre.

THE REFORM JOURNEY

Developing mathematical and numeracy skills in the outdoor provision

Provider Name(s): Foundation Phase Team

Brief Description:

- Focus: sharing ideas on how to develop pupils' mathematical and numeracy skills outdoors through a range of rich learning experiences (many of the activities linked to the topic of 'Christmas' and the use of natural resources and loose parts). Sharing ideas how to develop maths and numeracy skills, which can be adapted to your current situation.
- Activities to support overall development of personal and social skills and their well-being.
- Suitable for Nursery – Year 2 teachers and TAs

Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre.

Heads of English Network Meetings (once per half term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Further develop standards of teaching and learning
- Develop approaches to effective blended learning
- Further strengthen quality of leadership
- Create opportunities to share best practice and develop approaches to CFW



THE REFORM JOURNEY

ADDITIONAL LEARNING NEEDS [ALN]

Differentiation – Mike Gershon

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Video 1: Defining Differentiation and Layering Up
- Video 2: Scaffolding, Modelling and Working Memory
- Video 3: Using Taxonomies to Differentiate
- Video 4: Feedback and Metacognition

Managing Difficult Conversations

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- How to handle challenging conversations using an 8-Step blueprint that will help you feel more prepared, communicate confidently and stay in control of the situation and yourself
- 2.5-hour session

Dealing with Challenging Situations Effectively

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- Develop specific strategies for conflict resolution
- Practice communication skills
- Develop Influencing and negotiation skills to facilitate resolutions
- 2.5-hour session



THE REFORM JOURNEY

Welsh Government Eliesha Level 1 e-learning

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- What is the new ALN system?
- Identifying additional learning needs
- Roles and key responsibilities

Working with Parents

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Samantha Garner

Brief Description:

- Looking at the challenges faced when working with parents and how we can build effective positive relationships to ensure the best outcomes for children and young people

Inclusivity in Education

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- What is inclusivity and how can we promote it within our setting and within our individual working practices?

One-Page Profiles Top Tips

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Ben Rosamond

Brief Description:

- What is a one-page profile?
- How can they help us to support children and young people better?

THE REFORM JOURNEY

Quality First Teaching

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Samantha Garner

Brief Description:

- What is quality first teaching and how can we achieve it?

Using multi-sensory teaching to support ALN children and young people

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Why we do not all learn the same way?
- How we can plan and evaluate our practice to ensure we are reaching all students, not just those who learn how we teach

Person-Centred Reviews

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Ben Rosamond

Brief Description:

- What is a Person-Centred Review?
- How can Person-Centred Reviews help us to support children and young people better?

Person-Centred Thinking for Everyone

Provider Name(s): Regional ALN Transformation Team & e-learning by Helen Sanderson Associates

Brief Description:

- Begin or add to your understanding of what being person-centred means; the person-centred thinking tools will give you some practical ways to help people take control of their lives and support



THE REFORM JOURNEY

Developing Effective Outcomes and Using the Support Sequence

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Session 1 – Preparation (learning what matters, who matters and where matters)
- Session 2 – The Outcomes Sequence (writing effective person-centred outcomes)
- Session 3 – The Support System (checking solutions and problem solving)
- Each delegate will need to complete every session (3 sessions = 7.5 hours) (Online virtual training)

THE REFORM JOURNEY

THE WELSH LANGUAGE

Literacy in the New Curriculum for Wales

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Networks/ clusters across the region working together to create new cross-curricular resources
- Support and build on schemes that are already operational and successful
- Provide guidance on how to place the New Curriculum as a focus for the further development of Literacy within individual departments plans or within cross-school areas of learning

Offering opportunities for teachers to work on cross-regional/national projects

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Projects in progress for KS3 and KS4
- Invitation for teachers to join the projects panel
- The direction of the projects will be determined by the project panel

Bilingual Teaching Methods

Provider Name(s): GwE Welsh Language Team

Brief Description:

- A quick guide for educators based on International research into bilingual teaching methods, led by Professor Enlli Thomas of Bangor University
- Contains a brief overview of the international literature, relating those practices to an educational context here in Wales
- The booklet has been produced to coincide with the Welsh in Education and Bilingualism Conference (October / November 2018) and is supported by Welsh and English YouTube videos of the conference





DEVELOPING THE WORKFORCE



DEVELOPING THE WORKFORCE

TEACHING ASSISTANTS

Induction Programme for New Teaching Assistants (digital)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the role of a teaching assistant and how to develop professionally
- To understand how policies and frameworks impact the teaching assistant's role
- To embrace the changes and consider relevance in their own settings

Aspiring HLTA Programme Cylch 1 (Modules 2, 3 and 4)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the requirements of the HLTA status and role, and prepare for HLTA assessment
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role, embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools

Aspiring HLTA Programme Cylch 2 (Modules 1 - 4)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the requirements of the HLTA status and role, and prepare for HLTA assessment
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role, embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools



DEVELOPING THE WORKFORCE

Teaching Assistants / HLTAs – Supporting & Progressing Numeracy in KS2

Provider Name(s): Manon Davies

Brief Description:

- Practical classroom based support strategies for supporting the development of learners numeracy skills
- Introduction to evidence based research to further develop subject knowledge and understanding
- Suitable for all levels of TA and HLTA

Teaching Assistants / HLTAs – Supporting and Progressing Literacy in KS2

Provider Name(s): Vicky Lees

Brief Description:

- Practical classroom based support strategies for supporting the development of oracy, reading and writing skills
- Introduction to evidence based research to further develop subject knowledge and understanding
- Suitable for all levels of TA and HLTA



DEVELOPING THE WORKFORCE

LEADERSHIP

Middle Leaders Development Programme

Provider Name(s): A national programme run by the regional consortia and delivery partners

Brief Description:

- This one-year leadership development programme is available to all middle leaders across Wales who have areas of responsibility and/or line management of staff
- A practical, cross-phase, development programme, using a blended delivery model
- The programme will aim to: develop a participant's leadership skills and the school's leadership capacity; improve experiences for pupils and raise standards
- Accreditation options are offered, in partnership with UWTSD and Bangor Universities

Senior Leaders Development Programme

Provider Name(s): A national programme run by the regional consortia and delivery partners

Brief Description:

- This one-year leadership development programme is available to all senior leaders across Wales who have overall responsibility for an aspect of leadership across an establishment
- The programme seeks to maximise e-learning opportunities and technology through all learning, research and instructional content being made available digitally. This will be the primary method of collecting and exchanging knowledge and learning
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community
- The delivery of the programme includes mentoring, peer support networks and an individual leadership standards self-review



DEVELOPING THE WORKFORCE

National Aspiring Headteachers Development Programme – preparing for NPQH

Provider Name(s): A national assessment and development programme run by the regional consortia on behalf of Welsh Government

Brief Description:

- This one-year development programme is an exciting professional learning opportunity for experienced school leaders across Wales who wish to become head teachers in the near future. Completion of this programme is an expectation for all future NPQH applicants
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community. It will ensure equity of access to practitioners across Wales and an increase in the number of high-quality applicants for headteacher posts in schools
- The programme will enable participants to reflect on their own professional practice and to ensure they are well prepared when applying to undertake formal assessment for the National Professional Qualification for Headteachers (NPQH)
- The programme takes place over a one-year period and requires a commitment of the equivalent of five days between January and December. It may be delivered through a blended learning model

Newly Appointed and Acting Headteachers Development Programme

Provider Name(s): A national programme, run by the regional consortia and their delivery partners

Brief Description:

- This two-year programme is available for every Headteacher in their first substantive or acting post throughout Wales
- The programme offers: Development Days in Leadership; support from Leadership Coaches and networking opportunities
- It aims to allow Headteachers who are new to their roles continue to develop and to benefit from a support structure and peer networking
- Accreditation options are offered, in partnership with UWTSD and Bangor Universities



DEVELOPING THE WORKFORCE

Experienced Headteachers Development Programme

Provider Name(s): A national leadership development programme, run by the regional consortia and their delivery partners

Brief Description:

- This two-year programme is a professional learning opportunity for experienced headteachers and has been created to enable headteachers to reflect on their current performance and determine their next steps in ensuring effective leadership
- It will provide each participant with personally tailored challenges and support; time to discuss ideas, theories and leadership tools; and the opportunity to benefit from and to help others successfully fill the role
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community
- There is an opportunity for accreditation in partnership with Trinity St David's (Yr Athrofa) and Bangor University for those participants wishing to undertake such a route

Post-16 Leadership Programme - Day 4

Provider Name(s): Cross-Consortia – Post-16 Leadership Development programme

Brief Description:

- Completion of course from 2019-20
- For delegates who completed the earlier part of the programme
- Two 90-minute sessions on 25 November/ 3 December. Delegates should attend both sessions

Coaching and Mentoring Programme

Provider Name(s): Ieuan Jones and Bethan Cartwright

Brief Description:

- A series of workshops for heads and/or SLT looking at further developing Coaching and Mentoring skills
- Equip attendees with strategies and models to support effective motivation and mentoring as motivation is embedded within the organisation
- Interactive workshops with plenty of time for discussion in breakout rooms and some role play to develop understanding



DEVELOPING THE WORKFORCE

FOUNDATION PHASE, LITERACY & NUMERACY, SUBJECTS

Observing against the Compact Profile

Provider Name(s): Foundation Phase Team

Brief Description:

- The importance of the observation cycle
- Making observations against the compact profile to identify and plan next steps in their learning
- Recording available within the 'Webinars' section of GwE Support Centre

Practitioners facilitating and supporting the learning in Foundation Phase

Provider Name(s): Foundation Phase Team

Brief Description:

- Effective questioning, including questions to develop numerical reason, questions to develop pupils' ability to reflect and to extend their responses and thinking
- Blank level of questioning
- Strategies to develop independent learners

Cluster sessions to be arranged on request through the School Improvement Adviser

Foundation Phase Termly Networks

Provider Name(s): Foundation Phase Team

Brief Description:

- Local, regional and national issues regarding foundation phase will be discussed and a 'good practice case study' will be delivered
- Dates will be shared via the GwE bulletin, GwE twitter page and GwE cynradd twitter feed
- Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre



DEVELOPING THE WORKFORCE

Literacy and numeracy termly network meetings

Provider Name(s): Manon Davies and Vicky Lees

Brief Description:

- Facilitation of regional and local networks for Literacy and Numeracy subject leaders
- Specific focus on collaborating and sharing best practice, effective teaching of Literacy and Numeracy, explore a range of reliable evidence and pedagogical approaches to develop the new curriculum
- Develop distributed leadership through up skilling and empowering all staff leading in Literacy/Numeracy

Literacy and Numeracy: Designing your Curriculum in KS2

Provider Name(s): Manon Davies and Vicky Lees

Brief Description:

- Sharing ideas for how to effectively plan the development of literacy, numeracy and digital skills, as you design your curriculum
- Effective use of the indoor and outdoor learning environment
- Suitable for all leaders, teachers and support staff

English teacher Forums (open to all teachers, once per half term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Further develop standards of teaching and learning – subject specific priority every half term
- Create opportunities for teachers to share and collaborate
- Create opportunities to share best practice

Heads of Mathematics Network Meetings (once per term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Further develop standards of teaching and learning
- Develop approaches to effective blended learning
- Further strengthen quality of leadership
- Create opportunities to share best practice
- Develop approaches to CFW



DEVELOPING THE WORKFORCE

Mathematics Teacher Forums (open to all teachers, once per term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Further develop standards of teaching and learning – subject specific priority every term
- Create opportunities for teachers to share and collaborate
- Create opportunities to share best practice

Numeracy Coordinator Networks (once per half term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Improve provision for Numeracy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice

Introducing / re-igniting International Languages in the primary curriculum

Provider Name(s): Global Futures GwE MFL/ INTERNATIONAL LANGUAGES- Primary

Brief Description:

- Sharing good practice: GwE Primary Lead schools
- International Languages and Covid
- Practical and ready to use resources
- Support from the Team

Power Language: introduction and update

Provider Name(s): Power Language - Primary

Brief Description:

- National conference/presentation by Power language director: Richard Tallaron
- Overview of the website and the resources/ plans for IL in primary schools
- Training opportunities and customised resources and plans
- For non-specialist teachers in the primary



DEVELOPING THE WORKFORCE

Pedagogical principle in MFL- part 1: Challenge

Provider Name(s): Global Futures GwE MFL + Ariane Laumonier (Institut français) - Secondary Sector

Brief Description:

- Aimed at NQT and non-specialist teachers but also good review to plan for the New Curriculum
- Defining challenge and how to achieve it: the theory
- Practical examples and resources
- DATE: WEEK OF 30TH November

Pedagogical principle in MFL- part 1: Retrieval

Provider Name(s): Pedagogical principle in MFL- part 1: Retrieval

Brief Description:

- Retrieval practices to address the gap in knowledge due to lockdown period
- Develop pupils' confidence and proficiency
- Hub leaders to share good practice
- Discussion and practical examples

Pedagogical principle in MFL- part 3: Blended learning

Provider Name(s): Global Futures GwE MFL- Secondary Sector

Brief Description:

- BL approach in practice: sharing good practice - Hub leaders
- BL to be exam-ready: ideas and examples
- Discussion and practical examples
- All teachers
- Support from the Team

Heads of Science Network Meetings (once per term, more frequently if required)

Provider Name(s): Nicola Jones, Beverly Humphreys-Jones, Huw Smith

Brief Description:

- Improve the quality of Teaching and learning in the current climate (Blended, distant, live streaming)
- Develop approaches to effective planning for learning
- Continue to develop leadership at all levels and create opportunities to share best practice
- Improve understanding of the CFW and curriculum planning for 2022



DEVELOPING THE WORKFORCE

Science surgeries (open to all teachers, once per half term)

Provider Name(s): TBC

For each of the following qualifications:

- Level 3 Medical Science
- GCSE Applied Science
- GCSE Biology (Separate & Double awards)
- GCSE Chemistry (Separate & Double awards)
- GCSE Physics (Separate & Double awards)

Brief Description:

- Share updates from WJEC
- Share best practice from schools that have successfully introduced/delivered the qualification
- Provide a platform for teachers to discuss and concerns, ask questions and support each other

Science Teaching and Learning networks (open to all teachers – once per half term)

Provider Name(s): Nicola Jones, Beverly Humphreys-Jones, Huw Smith

Brief Description:

- Further develop the quality of teaching and learning and effective planning for learning – subject specific priority every half term
- Create opportunities for teachers to collaborate and share best practice
- Creating opportunities to promote and develop a STEM approach and to build learners' 'Science Capital'
- Improve understanding of the CFW and curriculum planning for 2022

Familiarisation with resources to support Welsh literacy in KS2

Provider Name(s): GwE Welsh Language Team

Brief Description:

- An introduction to the nationally developed resources
- Details what is available to develop speaking and listening, reading and writing throughout KS2
- Highlighting the digital tools available through Hwb to further enrich and extend the activities and support blended learning



DEVELOPING THE WORKFORCE

GwE Welsh Language Training Directory

Provider Name(s): Various

Brief Description:

- A directory referring to the provision for developing the Welsh language skills of the workforce in North Wales
- It directs the workforce to National provision e.g. the National Centre for Learning Welsh, and what is offered locally by the individual authorities

Network meetings – Heads of 6th Form

Provider Name(s): Martyn Froggett/ Christine Wynne / Elfed Morris

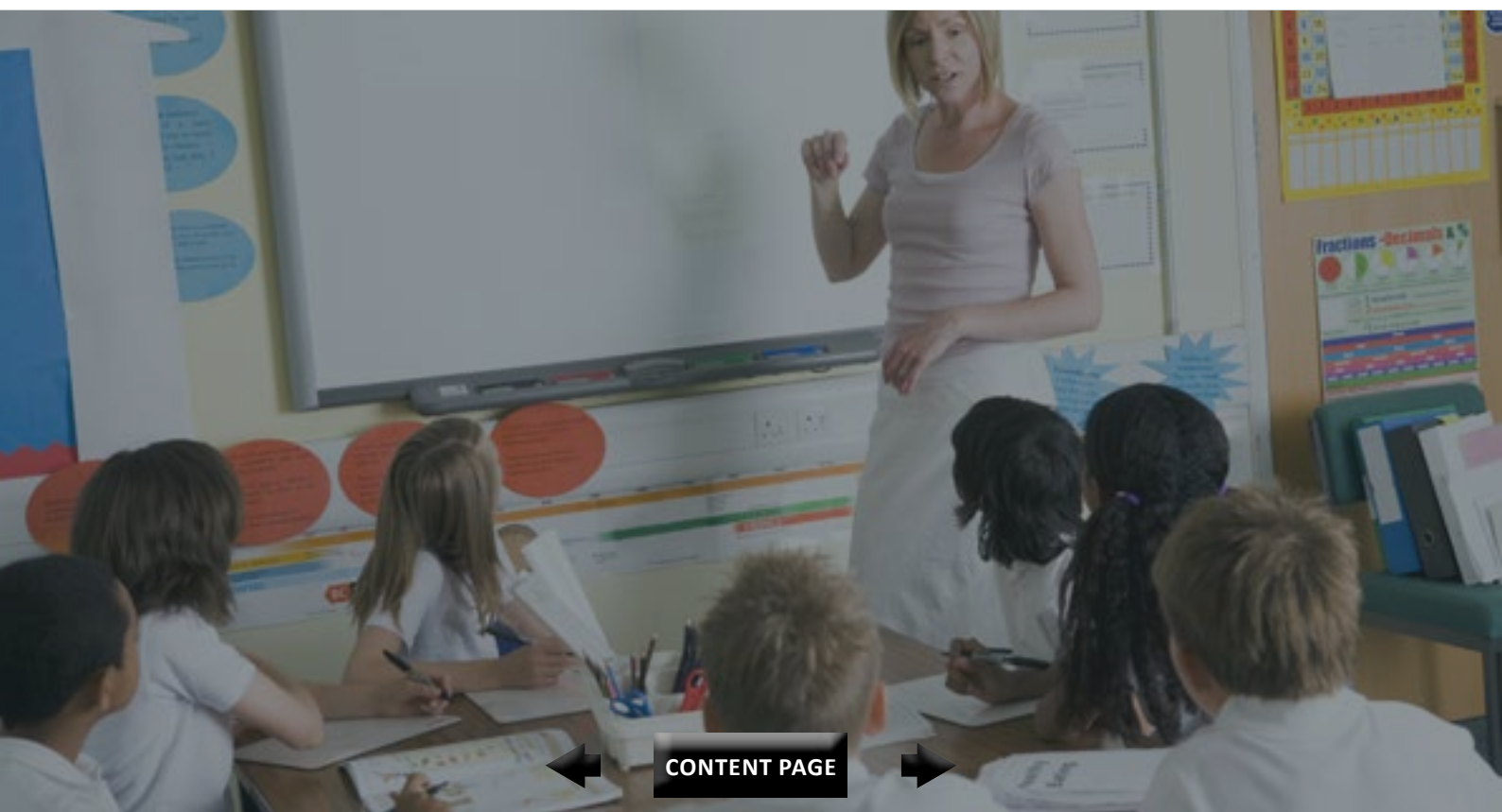
Brief Description:

- Termly meetings for Heads of 6th Form to exchange thoughts around current issues such as UCAS/ well-being/ blended learning
- Specific input on topics from speakers/ guests to be provided as needed





ACCELERATING LEARNING



ACCELERATING LEARNING

Literacy across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high-level literacy skills
- Support NQTs to identify and provide opportunities for pupils to develop literacy skills across the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3
- Effectively develop the literacy skills of all learners across the curriculum

Numeracy across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high level numeracy skills
- Support NQTs to identify and provide opportunities for pupils to develop numeracy skills across the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3
- Effectively develop the numeracy skills of all learners across the curriculum

Literacy Leader Networks [once per half term]

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice

Accelerate Literacy for all Classroom Teachers and Teaching Assistants

[once per term]

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice
- Upskill support staff to ensure effective implementation of literacy intervention programmes



ACCELERATING LEARNING

Developing mathematical and numeracy skills in the outdoor provision

Provider Name(s): Foundation Phase Team

Brief Description:

- **Focus:** sharing ideas on how to develop pupils' mathematical and numeracy skills outdoors through a range of rich learning experiences (many of the activities linked to the topic of 'Christmas' and the use of natural resources and loose parts). Sharing ideas how to develop maths and numeracy skills which can be adapted to your current situation
- Activities to support overall development of personal and social skills and their well-being
- Suitable for Nursery – Year 2 teachers and TAs

Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre.

Foundation Phase Accelerated Learning Model and examples of activities that exemplify the model

Provider Name(s): Foundation Phase Team

Brief Description:

- Guidance on each section of the Accelerated Learning Model in Foundation Phase
 - Examples of activities, exemplifying the different sections of the model for Nursery/Reception and Year 1 and 2
- Recording available within the 'Webinars' section of GwE Support Centre.



ACCELERATING LEARNING

Precision Teaching and SAFMEDS – Primary and Secondary Numeracy Webinar

Provider Name(s): Kaydee Owen (Bangor University), Manon Davies (Primary), Sian Caldwell (Secondary)

Brief Description:

- Evidence based numeracy strategy to support learners develop fluency in specific mathematical skills
- Introduction to new Precision Teaching and SAFMEDS resources, its online application and the comprehensive support package to help families apply the Precision Teaching and SAFMEDS strategy at home
- Online access to full SAFMEDS training for any schools/members of staff that have not previously attended SAFMEDS training. Members of staff who have attended training before can also use this training as a refresher
- Practical guidance and support implementation available from dedicated Bangor University staff via email and phone

<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

Accelerating Learning Programme – Primary Literacy & Numeracy Webinar

Provider Name(s): Manon Davies, Vicky Lees, Joanne Davies, Anna Hughes and Gwawr Thomas

Brief Description:

- Examples of Literacy and Numeracy learning sequences and review of evidence based teaching packages
- Effective planning frameworks for discrete teaching of specific literacy and numeracy skills, flexible for use at home, school or as blended models; exemplifying cross-curricular responsibilities, use of outdoors to support learning and well-being, DCF and other innovations in provision through holistic learning experiences
- Comprehensive review of teaching strategies and online programmes in literacy and numeracy to provide educators with information to make informed, evidence-based decisions to achieve the best impact on pupil outcomes

<https://sites.google.com/hwbcymru.net/gwewebinars/primary>



ACCELERATING LEARNING

'Headsprout' reading programme- overview and supporting information webinar

Provider Name(s): Vicky Lees / Sarah Roberts (Bangor University)

Brief Description:

- Introduction to the reading programme, its online application and the comprehensive support package to help families apply the Headsprout strategy at home
- Programmes comprises of early reading, reading comprehension and advanced reading
- Practical information about implementation and home/school support available from dedicated Bangor university staff
- Implementation support via email and phone
<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

'Repeated reading and high frequency words' reading fluency programme webinar

Provider Name(s): Vicky Lees / Bangor University Researchers

Brief Description:

- Introduction to the free reading support programme
- **Repeated Reading** is a reading intervention which supports pupils to develop oral reading fluency of passages of text
- **High Frequency Words fluency** intervention is a specific approach to improving the fluency of reading
- Ongoing training, guidance and support information

'Remote Instruction in Language and Literacy' (RILL) Reading and Spelling Programme Webinar

Provider Name(s): Vicky Lees / Bangor University Researchers

Brief Description:

- Introduction to the free 8 week evidence based reading and spelling programme, supporting learners to develop phonology, vocabulary, word reading and spelling, through live (synchronous) and remote (asynchronous) instruction
- Includes a comprehensive support package to help families access the programme at home
- Access to full RILL training for staff and families
- Ongoing implementation support via email and phone



ACCELERATING LEARNING

Accelerate Literacy for all Classroom Teachers and Teaching Assistants

(once per term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice
- Upskill support staff to ensure effective implementation of literacy intervention programmes

“Your Voice” (GwE) Oracy Plan – Voice21

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Oracy promotional scheme in KS3 as well as transition to KS2
- This scheme is based on the principles of teaching Voice21 (School21)
- Support the ‘Accelerated Learning’ by focusing on oracy within that plan
- Build and develop on schemes that have already been successful e.g. ‘Ilafaredd@gwe’ and the ‘Gwefeillio’ plan

Support children to use Welsh as a second language

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Resources on Hwb to support parents of children who attend a Welsh-medium school or are learning Welsh in an English-medium or bilingual school
- Information and help in the form of software for checking Welsh spelling and grammar
- Distance learning resources for all ages also available in one place
- A video clip by Enlli Thomas suitable for parents on “Supporting children to use Welsh”





DIGITAL



Google for Education

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses split into three tiers - 1. Google Core Apps 2. Google Classroom (Foundation) 3. Google Classroom (Intermediate)
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days.
- Suitable for all sectors
- Located on the digital learning page in the support centre

Adobe Spark

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing elements of Adobe Spark – Spark Post / Spark Video / Spark Page
- Each element can be completed individually (approximately 15 minutes each), or the course may be completed in full. It includes practical tasks and a final assessment (approximately 70-80 minutes)
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for all sectors
- Located on the digital learning page in the support centre

Flipgrid

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses split into two tiers - 1. Flipgrid - Foundation 2. Flipgrid - Intermediate
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for all sectors
- Located on the digital learning page in the support centre



j2e

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing elements of j2e - Creating Classrooms / Groups + j2homework / j2e5 + j2whiteboard + j2blast / jit5 + j2whiteboard + j2blast / j2data
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for primary schools
- Located on the digital learning page in the support centre

360 Safe Cymru - live / on demand Webinar

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- An introduction to digital safety self-evaluation software, 360 Safe Cymru
- Looking at the benefits of using the software
- Provide an overview of the templates and policies available
- A live webinar to provide opportunities to ask questions, but it will also be available on demand - suitable for all sectors

360 Safe Cymru - sessions for clusters or alliances

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- Practical training on how to use the digital safety self-evaluation tool
- An opportunity for cluster schools to become familiar with the system and its content
- An opportunity for cluster schools to collaborate on identifying priorities and planning for improvement
- Suitable for all sectors



360 Digi Cymru

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- A webinar to launch and raise awareness of the new digital safety self-evaluation tool - 360 Digi Cymru
- An opportunity to see the system in action and to discuss the main benefits of using it
- An opportunity to see how the school can use the tool to identify strengths and weaknesses, plan for improvement and develop specific aspects of provision to raise standards in digital learning
- Suitable for all sectors

360 Digi Cymru - sessions for clusters or alliances

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- Practical training on how to use the new self-evaluation tool - 360 Digi Cymru
- An opportunity to become familiar with the system and its content
- An opportunity for cluster schools to collaborate on identifying priorities and planning for improvement
- Suitable for all sectors

Digital Resilience

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- A series of events to raise awareness of online safety and digital resilience
- Discuss strategic leadership in this area, teaching and learning and steps that teachers and learners can take to safeguard themselves
- Suitable for all sectors

Effective use of apps

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing possible examples of using apps effectively
- Each course is approximately 45 minutes and includes a series of videos and examples
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions - material is available on demand
- Suitable for primary schools



Digital Skills across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high-level digital skills to excel in new jobs of the future
- Use the relevant technologies and skills to transform the digital competence of our learners
- Take advantage of opportunities to improve the standard of pedagogy, while aiming to become better teachers
- Make wide use of Hwb (the learning platform for Wales) to promote learning and teaching across the curriculum

Effective use of digital tools to support the learning either at school or through distance or blended learning

Provider Name(s): Foundation Phase Team

Brief Description:

- Use of adobe spark video/post to introduce and present activities
- Effective use of 'See-saw' both at home and at school
- Good practise case studies

Cluster sessions to be arranged on request through the School Improvement Adviser

Developing digital language and creative thinking through blended learning and teaching

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Fit into the 'Accelerated Learning' scheme
- Linguistically equip our learners to develop digital creative skills and thinking
- Build confidence and up-skill teachers to experiment on digital platforms
- Training and workshops leading to the sharing of good practice





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